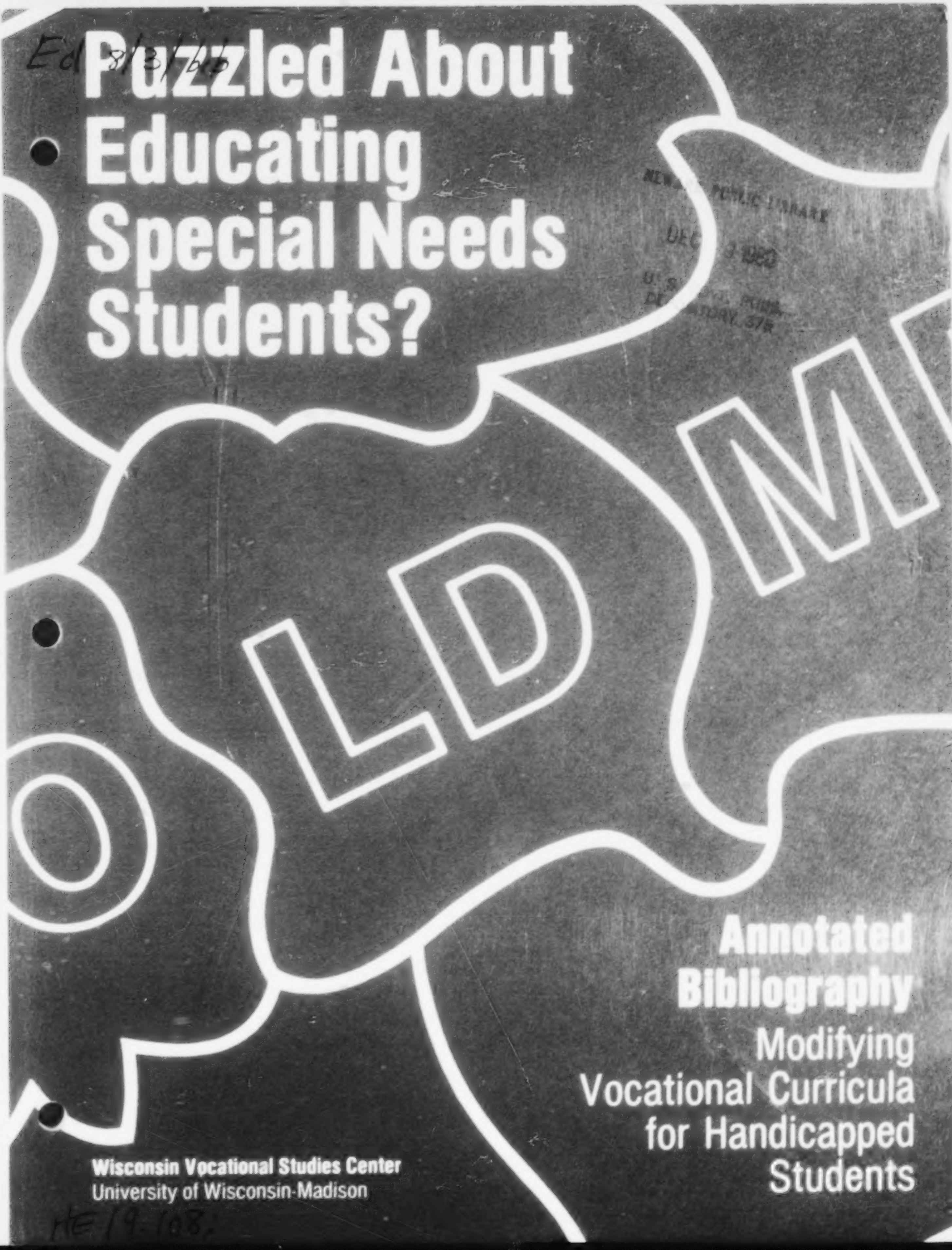
Ed 8/3/66

Puzzled About Educating Special Needs Students?

NEW PUBLIC LIBRARY
DEC 9 1980
U. S. PUBS.
DE TORY 378



Annotated Bibliography

Modifying Vocational Curricula for Handicapped Students

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

HE 19-108:

READEX FICHE best copy available

PUZZLED ABOUT EDUCATING SPECIAL NEEDS STUDENTS?

Annotated Bibliography

Modifying Vocational Curricula for Handicapped Students

Project Director
Lloyd W. Tindall

Project Staff
John J. Gugerty
Carol B. Crowley
Elizabeth Evans Getzel
Jo Ann Salin
Patricia K. Fessenden

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

May, 1980

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

CONTENTS

Section One - Introduction 3

Section Two - Administration 7

Section Three - Assessment 29

Section Four - Career Education 43

Section Five - Curriculum Modification 57

Section Six - Handicapping Conditions 79

Section Seven - Individualized Education 97

Section Eight - Inservice Training 103

Section Nine- Least Restrictive Alternative 115

Section Ten - Legal Issues 119

Section Eleven - Mainstreaming 125

Section Twelve - Programs 137

Section Thirteen - Resources 147

Section Fourteen - School Change 155

Section Fifteen - Supportive Services 159

section 1

introduction

This bibliography has been compiled over the length of the project, "Modifying Vocational Curriculum for the Handicapped". Staff members annotated many references during the initial literature review phase of the project. Other sources were added as they were identified or published over the last 18 months.

For the reader's convenience, the references were divided into 14 categories. Each of the following sections of this document corresponds to one of these categories. Although many works contain information which would be relevant in several sections, an arbitrary decision was made that no resource would be listed in more than three sections. The section titles are in alphabetical order, and are necessarily brief. A more complete explanation of the contents of each chapter follows.

- Section Two, *Administration,* describes materials of interest to administrators, including program evaluation, self-assessment, needs assessment, linkages and policy development.
- Section Three, *Assessment,* focuses on all issues related to assessment of handicapped students, including vocational evaluation, psychological testing, academic tests, and test bias.
- Section Four, *Career Education,* describes theoretical and practical approaches to career education for handicapped students, job and survival skills, and works on placement and employment of handicapped persons.
- Section Five, *Curriculum Modification,* encompasses descriptions of modified or model curricula, as well as information on designing curriculum modifications.
- Section Six, *Handicapping Conditions,* discusses materials which outline the nature of individual disabilities, classroom techniques for teaching students with particular handicaps, commonalities among persons who are disabled, and attitudes toward handicapped individuals.
- Section Seven, *Individualized Education,* contains books and articles about individualizing education and about developing I.E.P.'s as required by P.L. 94-142.
- Section Eight, *Inservice Training,* describes materials on both inservice and preservice training related to vocational education for handicapped students.
- Section Nine, *Least Restrictive Alternative,* summarizes works related to the theory and practice of placing handicapped students in the least restrictive educational settings possible.
- Section Ten, *Legal Issues,* discusses materials dealing with legislation and litigation related to the education of handicapped learners.

- Section Eleven, *Mainstreaming,* deals with articles debating the need for and success of mainstreaming, educators' attitudes toward it, and successful models of mainstreaming practice.
- Section Twelve, *Programs,* includes materials that describe comprehensive approaches to training handicapped individuals, including attitudes, life skills, accessibility issues, as well as curriculum or training modifications.
- Section Thirteen, *Resources,* includes annotated bibliographies, compilations of program or practice descriptions, and sources of other information or help which may be useful to vocational educators of handicapped students.
- Section Fourteen, *School Change,* describes books and articles focusing on the process of change in schools, and on methods which facilitate improvement in educational practices.
- Section Fifteen, *Supportive Services,* includes materials on counseling exceptional learners, testing, tutoring, community resources, and other services which may be needed by handicapped learners.

section 2

administration

Altfest, M., and Hartley, N. *Vocational education for students with special needs: An administrator's handbook*. Fort Collins, Colorado: Colorado State University, Department of Vocational Education, 1975.

This handbook is designed to help administrators 1) identify disadvantaged and handicapped students; 2) assess the needs of such students; 3) develop district priorities to provide for staff development, facilities and equipment, and program modifications required for implementing programs for students with special needs; 4) coordinate and utilize local resources; 5) design individual prescriptive education plans; and evaluate programs.

Beebe, P.D., and Ridgely, M.P. *A model to facilitate direct provision of services among the seven generic vocational rehabilitation and employment agencies*. Middleton, Wisconsin: Association for Retarded Citizens in Wisconsin, 1978.

An extensive review and analysis of programs available to handicapped persons in Wisconsin is provided by this work. It is divided into the following sections: Consumerism; Direct Service Delivery; Task Analysis; Statewide Surveys; Collection of Information on Model Programs; and Resource Bibliography.

Biehl, R.G. *A guide to the section 504 self-evaluation for colleges and universities*. Washington, D.C.: National Association of College and University Business Officers, 1978.

This publication provides guidelines for colleges and universities to use in fulfilling the self-evaluation requirements under Section 504 of the Rehabilitation Act of 1973. The goal of the self-evaluation process is to make certain that educational programs and activities are available to handicapped students in the most integrated setting appropriate. This self-evaluation guide involves analyzing existing programs and activities to assess the compliance with Section 504. Biehl advocates a common sense approach to Section 504 in ascertaining what individuals may require, if anything, to make certain that their opportunities are equal.

Bowser, S.E., and Robinson, E.R. Needs assessment: A study of vocationally related needs for secondary special education. *Educational Technology*. 1977, *17*, 43-46.

The authors studied the opinions of students, teachers, and parents regarding the needs of handicapped high school students for vocational education. They found agreement among all groups on the need for improved vocational education, including direct work experience; for job analysis efforts, led by schools; for vocational education plans for special students; for social skill education; and for improved vocational counseling.

Brown, B.B., and Webb, J.N. The use of classroom observation techniques in the evaluation of educational programs. Princeton, New Jersey: Educational Testing Service (ERIC), 1975.

Although historically evaluation of in-classroom programming has been minimal, presage, process and product measures, according to the author should all be used to evaluate educational programming. The use of each of these measures is explored.

Brown, L., Nietupski, J., and Hamre-Nietupski, S. The criterion of ultimate functioning and public school services for severely handicapped students. Madison, Wisconsin: University of Wisconsin, n.d.

This paper deals with the positions and assumptions (Part 1) and instructional practices (Part 2) for severely handicapped students. Some of the topics discussed are: the logic of homogeneity, the logic of heterogeneity, degrees of instructional inference, educational inference, educational service characteristics, criterion of ultimate functioning, relative value of one-to-one instructional arrangements, the use of repeated practice strategies, and naturalized curricula and schools with small permeable walls.

Brown, L., Branston, M.B., Hamre-Nietupski, S., Johnson, F., Wilson, B., and Gruenewald, L. A rationale for comprehensive longitudinal interactions between severely handicapped students and nonhandicapped students and other citizens. AAESPH Review, 1979, 4 (1), 3-14.

This paper emphasizes that longitudinal goals for severely handicapped students should be qualitatively different than goals established for these students in the past. Five common rationales for the educational segregation of severely handicapped students are presented and then counter arguments are offered to support and justify maximizing longitudinal interactions between severely handicapped and nonhandicapped students and other citizens.

Campbell, D.T. Reforms as experiments. In E.L. Streuning and M. Guttentag (Eds.), Handbook of evaluation research. Beverly Hills: Sage Publications, 1975.

The author advocates an experimental approach to social reform and feels present successful programs are not being evaluated honestly. He discusses experimental designs which might be not only feasible but useful in determining whether or not specific reforms can be justified by finding correct answers, not just on the basis of the importance of the problem which is being addressed.

Clarcq, J.R., and Maruggi, E.A. Developing vocational training programs for handicapped students. Educational Technology, 1978, 18 (12), 30-33.

The authors suggest a process for developing vocational programs for the handicapped which includes: 1) identification of program goals; 2) determination of clientele uniqueness; 3) determination of needs and requirements of sources of employment; 4) design of curriculum; 5) development of curriculum; 6) job placement of graduates; and 7) program evaluation.

Clark, D. Making mainstreaming work: A handbook for vocational administrators. College Station, Texas: Vocational Special Needs Program, College of Education, Texas A and M University, 1979.

This report was developed for vocational education administrators interested in mainstreaming special needs students. The handbook will be helpful in 1) designing and implementing vocational education programs and 2) evaluating the progress of special needs students. The first chapters of the text address initial administrative concerns (including legal requirements and funding). The handbook then proceeds to identify students and appropriate vocational placements through provision of strategies for teaching and coordinating vocational education programs.

Cridge, P. District occupational resource specialists handbook. Sacramento, California: California Health and Welfare Agency, Department of Rehabilitation, Staff Development Section, 1978.

This handbook is intended to be a resource to newly appointed district occupational resource specialists and to other specialists who are expanding their districts' programs. It presents information and analyses of the core duties and commonly performed duties. An objective of each section is to assist the specialist in understanding the background, purpose, and main components of each duty.

Cross, A.A. (Ed.). Vocational instruction. Arlington, Virginia: The American Vocational Association, Inc., 1980.

This is the most recent yearbook of the American Vocational Association. Though it was written first and foremost for teachers, the book contains much information of value to other professionals with an interest in designing and delivering top-quality education to vocational students. The contributions of vocational administrators, supervisors, guidance counselors, media specialists and teacher educators to a lively and productive learning environment are discussed in detail.

Crosson, J.E., Feltner, R., Foley, L., Grayson, J., Grigsby, C., Johnson, W., Justice, T., and Martinson, M. *Interagency collaboration on full services for handicapped children and youth: A guide to state level planning and development*. Washington, D.C.: The Regional Resource Center Task Force on Interagency Collaboration, Office of Education, Bureau of Education for the Handicapped, Vol. 1, 1979.

This document should be considered a task analysis of the work of facilitating a state interagency collaboration effort. It attempts to describe the major components of such work, and suggests methods/means by which it might be accomplished. This volume has been prepared in the format of a planning guide for use within state-level agencies and other state governance units.

Crosson, J.E., Feltner, R., Foley, L., Grayson, J., Grigsby, C., Johnson, W., Justice, T., and Martinson, M. *Interagency collaboration on full services for handicapped children and youth: A guide to local implementation*. Washington, D.C.: The Regional Resource Center Task Force on Interagency Collaboration, Office of Education, Bureau of Education for the Handicapped, Vol. 2, 1979.

This document is designed to assist local human resource providers in making more effective use of those resources available within their own area for the provision of services to children with special needs. This volume was developed to be used as an inservice training resource package. The procedures and forms can be used in providing a sequential training experience based on the individual needs of the trainees.

Crosson, J.E., Feltner, R., Foley, L., Grayson, J., Grigsby, C., Johnson, W., Justice, T., and Martinson, M. *Interagency collaboration on full services for handicapped children and youth: A guide to federal policies and agreements regarding health, education and social service programs*. Washington, D.C.: The Regional Resource Center Task Force on Interagency Collaboration, Office of Education, Bureau of Education for the Handicapped, Vol. 3, 1979.

This volume is a resource package containing an analysis of the critical components for eight federal programs: Education for all Handicapped Children, Material and Child Health, Crippled Children's Services, Supplementary Security Income/Disabled Children's Program, Early Periodic Screening, Diagnosis and Treatment, Developmental Disabilities, Head Start, and Social Services. Thepurpose of this document is to expedite the process of achieving a common knowledge base by both administrators and service providers.

Crosson, J.E., Feltner, R., Foley, L., Grayson, J., Grigsby, C., Johnson, W., Justice, T., and Martinson, M. *Interagency collaboration on full* *services for handicapped children and youth: A guide to federal policies and agreements regarding vocationally-oriented education and rehabilitation programs*. Washington, D.C.: The Regional Resource Center Task Force on Interagency Collaboration, Office of Education, Bureau of Education for the Handicapped, Vol. 4, 1979.

The purpose of this guide is to provide a reference for persons involved in collaborative planning regarding vocationally-oriented education and rehabilitation programs for handicapped students. The guide draws from five Federal acts that contain requirements for providing vocationally oriented education and rehabilitation programs: Education for All Handicapped Children Act of 1975, Vocational Education Act of 1963/Education Amendments of 1976, The Rehabilitation Act of 1973 as amended, The Developmentally Disabled Assistance and Bill of Rights Act, and The Comprehensive Employment and Training Act, as amended. This guide should serve as an advanced organizer to assist planners in efficiently assembling, organizing and applying Federal program information for use in collaborative efforts.

Crosson, J.E., Feltner, R., Foley, L., Grayson, J., Grigsby, C., Johnson, W., Justice, T., and Martinson, M. *Interagency collaboration on full services for handicapped children and youth: Annotated bibliography and glossary of acronyms and terms*. Washington, D.C.: The Regional Resource Center Task Force on Interagency Collaboration, Office of Education, Bureau of Education for the Handicapped, Vol. 5, 1979.

This document is meant to be used in conjunction with the other 4 volumes. It contains a glossary of acronyms and general terms, definitions from specific federal laws, definitions from *Advocacy and Developmentally Disabled*, and an annotated bibliography of selected interagency planning documents.

Crunk, W.A. Cooperative programming. In J.G. Cull and R.E. Hardy (Eds.), *Vocational rehabilitation: Profession and process*. Springfield, Illinois: Charles C. Thomas, 1972.

Cooperative programming means "concerted program planning and action by the public vocational rehabilitation agency and one or more other public or private agencies in an effort to maximize their effectiveness in restoring disabled individuals...to economic and social independence" (p. 275). Other related topics include: cooperation with private agencies, use of third party funds and conditions governing the use of those funds, a guide to planning, development of program plans, and a historic perspective.

Davis, H.R., and Salasin, S.E. The utilization of evaluation. In E.L. Streuning, and M. Guttentag (Eds.), *Handbook of evaluation research*. Beverly Hills, California: Sage Publications, 1975.

This article is one of the first published discussions of the problems involved in getting evaluation findings put to use in service delivery settings, and possible strategies for overcoming these difficulties. The paper emphasized the A VICTORY approach to predicting readiness for change and planning for implementation. A VICTORY is an acronym for eight factors presumed relevant to readiness and implementation planning. These factors center on individual and group psychological barriers to effective change in organizations.

Davis, S., and Ward, M. Vocational education of handicapped students: A guide for policy development. Reston, Virginia: The Council for Exceptional Children, 1978.

The Council for Exceptional Children offers guidelines for policy development for the vocational education of handicapped students. Policy areas include: planning and administration; identification of students; vocational assessment; individualized education programs; program placement; service delivery; facilities and equipment; personnel; and fiscal management.

Division for Handicapped Children. A special education program review guide. Madison, Wisconsin: Wisconsin Department of Public Instruction, Division for Handicapped Children, 1979.

This site review program guide has been developed to assist LEA's in the full implementation of Chapter 115, P.L. 94-142 and Section 504 through a systematic review and monitoring of their total special education program. The review should assist in identifying general or specific LEA deficiencies and technical assistance needs and will provide information on the extent to which the LEA's have achieved the full service goals and its associated components.

Durham, D.J., and Kennedy, V.E. Vocational education for handicapped individuals in California. Los Angeles, California: California Regional Resource Center, University of Southern California, 1979.

This publication documents recent efforts by the California Regional Resource Center to identify inservice training opportunities, model programs, and resources for vocational educators who are or who will be working with exceptional adolescents and young adults in vocational programs. Each training opportunity and model program identified in the report is described in terms of finding sources, intended audience, program content, intended learner outcomes and implementation format and techniques. In addition selected readings, professional journals and publishers, as well as national and state organizations concerned with vocational education for exceptional youths, are identified.

Educational Facilities Laboratory. *One out of ten: School planning for the handicapped*. New York: Educational Facilities Laboratory, 1975.

School planning ideas for handicapped students are addressed in this publication. The history of the term least restrictive alternative is developed. The authors noted that the term least restrictive alternative is not a constitutional term but was derived from a series of Supreme Court cases over a period of years. The authors promote the ideas that handicapped children should be placed where they can obtain the best education at the least distance away from mainstream society.

Ford, D.L., (Ed.). *Readings in minority group relations*. La Jolla, California: University Associate Inc., 1976.

The purpose of this book is to satisfy a clear need within the field of minority group relations for a collection of selected material that offers useful explanations of basic concepts, examples of practical research applications, and new trends and techniques being used in organizational settings. The book is designed for present and potential managers, human relations and organizational consultants, personnel administrators, students of organizational behavior and management, and others who are interested in managing the interface between "different" groups of people.

Franchak, S.J., and Weiskott, J. *Evaluation handbooks: Guidelines and practices for follow-up studies of special populations*. Columbus, Ohio: The National Center for Research in Vocational Education, Ohio State University, 1979.

This handbook is designed to stimulate dialogue, change, and improvement in vocational education for special populations (women, minorities, limited English speaking, disadvantaged and handicapped). The report is specifically geared to program administrators and other professionals engaged in the evaluation and follow-up of vocational evaluation programs. Topics addressed in the handbook include: 1) definitions, models and relationships pertaining to the evaluation and follow-up of vocational education programs, 2) overview of special populations, and 3) strategies for implementing follow-up studies of vocational education for special populations.

Gallagher, J.J. The special education contract for mildly handicapped children. *Exceptional Children*, 1972, *38*, 527-535.

The author examines the controversy over labeling students, and suggests that children will be hurt by either decision. He proposes a special education contract which would specify the objectives and a time limit for special education services, to be signed by parents and teachers of the handicapped student, and renewable only by a quasi-legal hearing.

Gilhool, T.K., and Stutman, E.A. Integration of severely handicapped students: Toward criteria for implementing and enforcing the integration imperative of P.L. 94-142 and Section 504. In S. Sarason, D. Geller, and M. Klaber (Eds.), Least restrictive alternatives: Moral, legal administrative dilemmas. New York: Free Press, in press.

The task of this paper is to suggest concrete, operational criteria to measure compliance with the integration imperative of P.L. 94-142 and Section 504. It suggests criteria to ascertain whether compliance is occurring by scrutinizing both: 1) the education of each individual handicapped child; and 2) the structure and performance of a school system, both local school districts (LEA) and state-wide education departments (SEA).

Goldberg, P. Executive health. New York, New York: Business Week, a Division of McGraw-Hill Publications Company, McGraw-Hill, Inc., 1978.

This book deals with stress in organizational life. It is a practical, useful guide for present day executives. The range of subjects discussed is broad enough to provide a sound comprehension of the stress concept in all its complexities. Cardiovascular diseases, hypertension, atherosclerosis, peptic ulcers, migraine headaches, diabetes, and cancer are described in easily understandable terms, followed by an examination of the most common causes of these maladies and their treatments.

Greenspan, S. Developing vocational education and work experience programs for the exceptional student. Crockett, California: John Swett Unified School District, 19--.

This handbook reflects Mt. Diablo Unified School District's efforts to develop and implement a comprehensive plan for training special education students for the future. A conceptual model, relating to career preparation, is outlined in the handbook and can be followed by other school districts as they develop their programs. Vocational education work experience for exceptional individuals is stressed in the report.

Gugerty, J.J. Discovering what works best in educating handicapped students. American Vocational Journal, 1978, 53, 34-36; 41.

Gugerty spells out elements which must be considered if an educational practitioner desires to conduct research on the vocational education of handicapped students which has educational as well as statistical significance. The author stresses the need to formulate specific research questions, and from these develop testable hypotheses about conditions under which people with specified disabilities succeed in various vocational programs. The writer also notes that this task is complicated by the complex nature of the integrative process and by the different viewpoints, needs and priorities of the administrators, teachers, students, and parents.

Horton, M. (Ed.). *Publicity tips from the president's committee on employment of the handicapped*. Washington, D.C.: n.d.

This publication includes a short compilation of employment care histories. Several challenging employment categories filled by handicapped people are identified including law and professional dog training. The article is dedicated to successfully employed handicapped people...where they are, and what they do.

Howe, C.E., and Fitzgerald, M.E. Evaluating special education programs. *Focus on Exceptional Children*, 1977, *8* (9), 1-11.

It is proposed that the most successful program evaluations are a result of choosing the technical approach which will yield the most useful, practical information for future planning, and encouraging a positive, enthusiastic approach within agencies for program evaluation. Explained in this article is a proposed model which outlines three levels and the evaluation procedures which might be used by an AEA (Area Education Agency) within each level.

Hughes, J.H. *Mainstreaming the handicapped in preparatory occupational education programs in North Carolina: Executive summary*. Chapel Hill, North Carolina: System Sciences, Inc., 1978.

Hughes reports the results of an assessment of the needs and barriers identified by teachers, principals, and local administrators involved in mainstreaming handicapped students in vocational education. He makes recommendations for actions utilizing project products, for overcoming the major barriers, and for program coordination. He further suggests that the survey methodology used in this study has direct applicability to other states.

Iowa vocational education/special needs assessment project: Summary report. Des Moines, Iowa: Department of Public Instruction, Special Needs Section, 1978.

This report summarizes the results of a state-wide survey of secondary vocational educators to determine the extent of services for disadvantaged and handicapped students in vocational classes.

Keilitz, I., Saks, M.J., and Broder, P.K. *The evaluation of the learning disabilities/juvenile delinquency remediation program: Evaluation design and interim results.* Williamsburg, Virginia: National Center for State Courts, 1979.

This report presents the mid-term results of the evaluation of a remediation program for learning disabled, adjudicated delinquents and provides some tentative conclusions about its effectiveness. Additional results will be released in forthcoming volumes. The report begins with brief descriptions of the context of the LD/JD Project and the remediation program and ends by showing small but reliable and encouraging effects of the remediation program.

Keilitz, I., Zaremba, B., and Broder, P.K. *The link between learning disabilities and juvenile delinquency: Some issues and answers.* Williamsburg, Virginia: National Center for State Courts, 1979.

Early results of a large-scale field experiment investigating the link between learning disabilities and juvenile delinquency are discussed. An alternative to the "school failure" and "susceptibility" hypothesis concerning the relationship between learning disabilities and juvenile delinquency is proposed to accommodate the finding that learning-disabled adolescents do not seem to engage in different types of delinquent acts from their peers without learning disabilities.

Kiresuk, T.J., Lund, S.J., Schultz, S.K., and Larson, N.E. Translating theory into practice: Change research at the program evaluation resource center. *Evaluation*, 1977, *4*, 89-95.

Using the A VICTORY technique designed by Howard Davis to evaluate program effectiveness the Program Evaluation Resource Center (PERC) attempted to develop a measurement of the readiness with which organizations and individuals accept change. This article describes their efforts in detail and the degree of success they attained.

Korman, A.K., Greenhaus, J.H., and Badin, I.J. Personal attitudes and motivation. *Annual Review of Psychology*, 1977, *28*, 175-196.

Specified topics relating to the field of work attitudes and motivation are covered, including theoretical frameworks, theoretical issues, cultural changes in the world of work, job enrichment and motivation techniques.

Krantz, G., and Weatherman, R. *Competency ratings: Coordinators of special needs in Minnesota.* St. Paul: University of Minnesota, Department of Administration, 1976.

This work portrays the results of research to determine the competencies required of professionals who serve as coordinators of programs to serve special needs students at the postsecondary level.

Larson, K. Vocational career management manual. Portland, Oregon: Special Education Department, Portland State University, 1978.

This manual provides a set of procedures and materials for the administration of a community based vocational training program for severely handicapped adolescents and adults.

Levine, H.M. Cost-effectiveness analysis in evaluation research. In E.L. Streuning and M. Guttentag (Eds.), Handbook of evaluation research. Beverly Hills: Sage Publications, 1975.

The author presents a methodology and rationale for cost-effectiveness analysis as a crucial variable in determining social program outcomes. He cites specific studies as examples of how this method can be utilized.

Lloyd, J., Epstein, M.H., and Cullinan, D. Direct teaching for learning disabilities. DeKalb, Illinois: Northern Illinois University, Department of Learning and Development, 1979.

This is a Project ExCEL Working Paper comparing Project versus non-project self-contained classrooms for children identified as learning disabled. An applied behavior analysis/direct instruction approach to academic remediation was the model adopted by Project ExCEL for application to pupils with learning disabilities. An extensive bibliography is included.

Macer, R.A., and Buffer, J.J. (Eds.). Dimensions of vocational education to serve special needs persons. Cleveland, Ohio: Cleveland State University and The Ohio Department of Education, 197-.

The information in this handbook directs itself to the critical issues in implementing vocational education programs for the handicapped. The goal of the report is to stimulate teacher interest, generate discussion among colleagues, and encourage further professional study. Supervisors, administrators, and teacher educators may wish to use the handbook as part of pre- and inservice workshops to help expand services for handicapped persons. Also, the guide should provide vocational educators with an introduction to an awareness of the unique needs and educational characteristics of persons with special needs.

MacMillan, D.L., and Semmel, M.I. Evaluation of mainstreaming programs. Focus on Exceptional Children, 1977, 9 (4), 1-13.

The author presents a case for evaluating mainstreaming programs in order to provide the highest level of education possible. He cites present obstacles: the lack of agreement on the definition of mainstreaming, the inadequacy of between-group designs for evaluation of programs, the need to relate program elements to significant outcomes, problems involved with existing instruments for measuring outcomes for handicapped learners.

Maier, N.R.F., Solem, A.R., and Maier, A.A. The role-play technique: A handbook for management and leadership practice. La Jolla, California: University Associate, Inc., 1975.

This book emphasizes a specific method of human relations training; role-play. The role-play technique is a method of instruction which furnishes opportunities to practice human relations incidents in life-like settings. Because learning of this type occurs in a play environment, participants can experiment and try out new human relations methods without running the risks that such experimenting entails in real life. The volume is also a casebook in human relations which invites practice in discussing and analyzing crucial issues. The book can be used as a manual for supervisory and executive training and/or as a handbook for groups wishing to form study sessions without designated instructors.

McKenzie, H. Special education in Vermont: The consulting teacher approach. In P.A. O'Donnell and R.H. Bradford (Eds.), Mainstreaming: Controversy and consensus. San Rafael, California: Academic Therapy Publications, 1976.

The role of the consulting teacher is to assist and train teachers in local school districts to cope with learning disabled children in regular classrooms. Included are descriptions of the training process for the consulting teachers as well as a detailed example of the data-based individualized model of education used by them in the field.

Michigan Department of Education. Guidelines for special education programs and services in Michigan. Lansing, Michigan: Special Education Services, Michigan Department of Education, 1974.

The guidelines presented in this document represent the current interpretation by the Michigan Department of Education of those state and federal laws and administrative rules relative to special education in Michigan. It is basically a general overview of the procedures for determining eligibility and providing special education programs and services for handicapped persons.

Murphy, R. Why minority individuals with developmental disabilities drop out of the service system. Madison, Wisconsin: Wisconsin Council on Developmental Disabilities, 1978.

The purpose of this study is to investigate why minority group members with developmental disabilities drop out of the service delivery system. A review of the literature regarding the dropout issue is included, as well as a comprehensive survey of minority individuals (Blacks, Native Americans, Hispanics, and Asians) diagnosed as having one or more of the developmental disabilities (cerebral palsy, mental retardation, epilepsy and autism) from the State of Wisconsin.

Myers, A.I. A guide for developing a community survey for jobs accessible to the physically handicapped. Norwalk, California: Cerritos College, 1975.

This publication was generated through a critical survey of employment opportunities for handicapped people in Downey, California. The article reviews present day job search and placement strategies for the handicapped, establishes criteria for matching job descriptions to orthopedically handicapped job seekers and provides findings, conclusions and recommendations based on the survey. The report is particularly concerned with those handicapped persons facing severe time and financial constraints in their job search.

National Association of State Boards of Education. Vocational education of handicapped youth: State of the art. Washington, D.C.: National Association of State Boards of Education, 1979.

The aim of this report is to disseminate current information pertaining to the vocational education of handicapped youth. The contents of this report reflect the information collected during an eight-month pilot project administered by NASBE in which 4 states participated: Arizona, Maine, Montana and South Dakota. An analysis of the needs assessment data from these states has identified six issues most clearly reflecting the state of the art for the vocational education of handicapped youth: 1) interagency cooperation; 2) personnel preparation; 3) funding; 4) service delivery/program options; 5) program evaluation; and 6) services to Native American and other minority handicapped youth.

National Association of Vocational Education Special Needs Personnel. 100 successful vocational special needs programs. Washington, D.C.: American Vocational Association, 1975.

This report is a response to one of five goals set up by NAVESNP at their annual convention in 1974. It is a collection of examples of successful vocational needs programs found on a national level and made available to local practitioners, Advisory Council members, State Supervisors, and the general public.

New York State Education Department. Services for the handicapped--Linking special education, occupational education and vocational education. Albany, New York: The University of the State of New York, The State Education Department, 1979.

This report addresses the need for establishing a collaborative and cooperative working relationship between the offices and inter-related agencies involved in service delivery to handicapped individuals. It presents a summary of the major problems, issues and recommendations which call for combined action at the State, regional and local levels.

Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., and Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, Inc., 1975.

This manual is designed to stimulate dialogue among program administrators involved in occupational education for the handicapped. It reports methods and practices used in programs across the nation and deals with: goals and self-evaluation; program design; program initiation; student referral, admission and evaluation; meeting student needs; prevocational training; vocational training; related instruction; support services; and job placement and follow-up.

Phelps, L.A. Competency-based inservice education for secondary school personnel serving special needs students in vocational education: A formative field test evaluation. Urbana, Illinois: Department of Vocational and Technical Education, University of Illinois, 1976.

The purpose of this study was to conduct a detailed formative evaluation of a series of 7 competency-based inservice modules. These modules were designed for use by currently employed vocational and special educators. The topics included in the module series focused on instructional development and on coordination of services and programming for special needs students in secondary school programs. Included is a review of related literature.

St. Paul Public Schools. Second year model program proposal for handicapped out of school youth, 1979-80. St. Paul, Minnesota: St. Paul Public Schools, Independent School District #625, n.d.

The overall objective of this program is to maintain a model program to serve 250 Out of School Handicapped Youth in St. Paul, and then to replicate this model program in 5 East Metro districts. It is the intent of the program to provide a new approach to delivery of service. The program will address itself to meeting the total needs of these students: 1) their academic needs; 2) their health/living skill needs; 3) their vocational needs; 4) their social/emotional needs; and 5) their community inter-action needs.

San Diego County Department of Education. A regional plan for the vocational education of the handicapped in San Diego County: Final report. San Diego, California: Department of Education, San Diego County, n.d.

The goals and objectives of the San Diego County Dept. of Education Handicapped Project were twofold: 1) on a countywide level, the project was to provide handicapped persons of San Diego County with required vocational education training and related essential services so that they may find success in obtaining employment suitable to their career choices and their specific abilities and skills; 2) on an individual district level, the goals of the Project were to identify the needs of handicapped high school students as well as the essential services and programs to meet these local needs.

Schwartz, S.E. A system of management. Tallahassee, Florida: Florida Department of Education, Division of Vocational Education, 1978.

This is one of a series of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms. Other titles in the series include "Mainstreaming Handicapped Students into the Regular Classroom," "Characteristics of Handicapped Students," "Evaluation and Placement," and "Architectural Considerations for a Barrier Free Environment."

Selletti, S. Corrective and rehabilitative physical education program for physically limited students. Cupertino, California: De Anza College, n.d.

This syllabus serves as an aid to community colleges who are planning to institute a Corrective Physical Education program. Topics discussed cover re-adjustment of architectural barriers, transportation, development of an assistant program, public relations work, funding and grants, and cooperative community planning.

Severy, L. Application of the experimental method to program evaluation: Problems and prospects. Princeton, New Jersey: Educational Testing Service (ERIC), 1975.

Presented in this paper is a comprehensive discussion of program evaluation and an experimental method of assisting those persons involved to formulate ways of applying program evaluation to their own program and projects.

Sherman, T.M. Formative student evaluation of instruction. Princeton, New Jersey: Educational Testing Service (ERIC), 1975.

"Current practices and controversial issues pertaining to student evaluation of instruction are briefly reviewed and followed by a discussion of the application of formative evaluation to this endeavor." (Abstract) A formative approach is described with specific criteria designed to improve instruction and identify good teachers.

Smith, J. Thirty projects/A conspectus. University of New Mexico, 1979.

The contents of this book represent the results of an experiment in sharing project information. Contributors to this report include selected directors of projects funded by the Division of Personnel Preparation of the Bureau of Education for the Handicapped. An abstract of each selected project is provided in the report. The aim of the handbook is to provide a cross sectional survey of current research in special education.

Sorenson, D.D. The art of preserving human resources. Omaha, Nebraska: National Publications, 1978.

This book provides a look at industrial alcohol assistance programs for employees. It is intended to examine the current state of the art in employee assistance programs and perhaps provide some inspiration and guidance for those who have been wondering what to do about the problem of alcoholism.

Steele, S.M. Contemporary approaches to program evaluation: Implications for evaluating programs for disadvantaged adults. Washington, D.C.: Capitol Publications, 1973.

This book is intended to serve as a reference to contemporary approaches to evaluation. The work includes guidelines for choosing and using different approaches to evaluation. The book also contains summaries of more than fifty approaches to evaluation drawn from various fields.

Tarrier, R.B. *Mainstreamed handicapped students in occuptational education: Exemplary administrative practices*. New York: City University of New York, Institute for Research and Development in Occupational Education, 1978.

This report, written by personnel of the Center for Advanced Studies in Education, is designed as a source book of effective "how to do it" practices for administrators of occupational education programs for handicapped students. Based on studies of successful New York state projects, it offers discussions of five critical program components: 1) basic philosophy, 2) program size, 3) student assignment to study, 4) curriculum, and 5) cooperative education.

Taylor, E.M., Vineberg, R., and Goffard, S.J. *Procedures for surveying school problems: Some individual, group, and system indicators.* Alexandria, Virginia: Human Resources Research Organization, 1974.

The authors have developed three indicators which, with input from students, staff and principals, can uncover common problem areas existing in the schools. Two of the instruments are self-administered questionnaires; the third is an interview guide to be used with principals. The instruments and their application are included in the manual, as well as reliability and validity of measures.

U.S. Department of Health, Education and Welfare. *Resurge '79: Manual for identifying, classifying and serving the disadvantaged and handicapped under the vocational education amendments of 1976 (P.L. 94-482)*. Washington, D.C.: U.S. Dept. of Health, Education and Welfare, 1979.

The purpose of this publication is to provide resource information for State staff in planning, implementing and evaluating programs and services for students with special needs. The document is also designed to serve as a basis for compatibility in reporting enrollments and other pertinent information about vocational education programs for special needs students.

United States Government Printing Office. *Your responsibilities to disabled persons as a health care or social service administrator*. Washington, D.C.: United States Government Printing Office, 1977.

This document details the responsibilities which health care or social service administrators have toward disabled persons. Hospitals are the largest group of health care providers and must make all medical services and medically related instruction for the public fully accessible to physically and mentally disabled persons, including those eligible for Medicare hospital benefits. Responsibilities of vocational rehabilitation programs and employers are detailed.

Walsh, J.J., Breglio, V., and Langlois, J.T. An assessment of vocational education programs for the handicapped under part B of the 1968 amendments to the vocational education act. Salt Lake City, Utah: Olympus Research Corporation, 1974.

Olympus Research Corporation studies the effectiveness of Part B set-aside funds in delivering vocational education to the handicapped by 1) performing an assessment of program administration at the state level; 2) project level assessments; and 3) case study interviews with students, parents, and employers. They provide a detailed analysis of the results and offer as a general conclusion that "without the Part B set-aside legislation, there would be very little vocational programming for the handicapped in any state."

Warren, F. Themes and issues-role of the consumer in planning and delivering services. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, University of North Carolina, 1976.

The purpose of this article is to describe some roles for consumers in planning and delivering services and to identify issues related to those roles. Consumers, whether they are disabled people or advocates for the disabled, have the right and the obligation to play a leading role in the planning and delivery of services that affect their lives.

Weiss, C.H. Evaluating action programs: Readings in social action and education. Boston: Allyn and Bacon, 1972.

The author has compiled a series of articles designed to improve the planning, design, and execution of evaluation research. The agency politics involved in conducting evaluation research and making an impact with its findings is one of many important topics covered in the book.

Weiss, C.H. Evaluation research in the political context. In E.L. Streuning and M. Guttentag (Eds.), Handbook of evaluation research. Beverly Hills: Sage Publications, 1975.

The author mentions 3 major ways in which political considerations intrude in evaluation. She believes that recognizing political constraints should serve as an impetus for usable evaluation research. Further discussion centers around the politics of higher echelon decision-making and the politics implicit in evaluation research.

Weiss, C.H. Interviewing in evaluation research. In E.L. Streuning and M. Guttentag (Eds.), Handbook of evaluation research. Beverly Hills: Sage Publications, 1975.

This chapter pinpoints three problem areas which become crucial when evaluation research is used to determine how effective a program is in meeting its goals. Discussed in detail are the three issues of validity, selection of interviewers, and maintaining contact and cooperation.

West Virginia College of Graduate Studies, Department of Special Education; West Virginia Department of Education Bureau of Vocational, Technical and Adult Education; Division of Special Education and Student Support Systems. Expanding options for handicapped persons receiving vocational education. Montgomery, West Virginia: West Virginia Training Institute, June, 1976.

This guideline is intended to stimulate change in vocational education for students at the secondary level who have special educational needs. It is addressed to administrators, teachers, counselors, parents, university personnel, funding agencies and others who are responsible for planning and implementing vocational education for secondary special needs students at the national, State, and local levels. The guideline contains four sections; operational issues, student issues, training issues, and work issues.

Winters, C.L. A guide--affirmative action programming for employment of persons with disabilities. San Diego, California: The San Diego County Human Relations Commission, 1976.

This guide is divided into 3 sections: 1) the affirmative action plan; 2) training materials; and 3) appendix. The first section contains a summary of contractor obligations under Section 503 of the Rehabilitation Act of 1973. The second section can be used by the employer for staff awareness training sessions. This material provides a discussion of general barriers to the employment of disabled persons in addition to specific guidelines for the employer. The appendix identifies a variety of agencies, organizations, publications and standards which can be utilized by the employer in the areas of recruitment, outreach and accommodation of persons with disabilities.

Wright, G., Reagles, K., and Butler, A. The Wood County project (Final Report, RD Grant 1629). Madison, Wisconsin: University of Wisconsin Rehabilitation Research Institute, 1969.

This report details the results of a coordinated vocational rehabilitation service delivery effort sponsored by the Rehabilitation Services Administration.

Wrobel, C., and Bohns, C. SERVE research project summary (Annual Report 1974-1975). White Bear Lake, Minnesota: Special Intermediate School District #916 for Secondary and Post-secondary Vocational and Special Education, October, 1975.

This report summarizes a critical review of a vocational education system which has attempted to serve handicapped and disadvantaged students through project SERVE (Special Education, Rehabilitation, and Vocational Education).

Yuker, H.E., Block, J.R., and Younng, J.H. The measurement of attitudes toward disabled persons. Albertson, New York: Human Resources Center, 1970.

This monograph reports the efforts of the staff at Human Resources Center to develop a scale measuring attitudinal and motivational factors directed toward the handicapped. Included are a literature review, the ATDP (Attitudes Toward Disabled Persons), and a look at demographic, personality, attitudinal, experiential and behavioral correlates of attitudes toward disabled persons.

section 3

assessment

Alley, G.R., and Foster, C. Nondiscriminatory testing of minority and exceptional children. Focus on Exceptional Children, 1978, 9, 1-14.

Alley and Foster review the issues involved in assessing minority and handicapped persons fairly, and make recommendations concerning ways to insure that tests are administered in ways which do not discriminate unfairly.

Anastase, A. Psychological testing (4th ed.). New York: MacMillan, 1976.

This author presents a technical but lucid discussion of both the issues involved in testing and the characteristics of specific tests. Part one, the context of psychological testing, deals with the nature and use of psychological tests and the social and ethical implications of testing. Part two, the principles of psychological testing, covers the concept of norms and the interpretation of test scores, reliability, validity, and item analyses. Part three examines specific tests of general intellectual level. Part four covers tests of separate abilities. Part five discusses personality tests.

Andrew, J.D., and Dickerson, L.R. (Eds.). Vocational evaluation: A resource manual. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

These authors have edited a resource manual designed for use either as a resource book for professionals or as a component of inservice training. Suggested activities are also included for use by anyone conducting inservice training programs. Topics covered in the manual include evaluation referral and feedback, evaluation results and employability, behavior identification and analysis, job analysis, feedback interviewing, and issues in the development of a situational assessment program.

Backer, T.E. New directions in rehabilitation outcome measurement. Washington, D.C.: Institute for Research Utilization, 1977.

This monograph summarizes issues in vocational rehabilitation outcome measurement. It analyzes current practice, lists and describes new outcome measures, and talks about the impact of outcome measurement on the direct service professionals and administrators involved.

Barrows, T.S., Campbell, P.B., Slaughter, B.A., and Trainor, M.L. Psychoeducational diagnostic services for learning disabled youths: Research procedures. Omaha, Nebraska: Creighton University, 1977.

This document outlines the diagnostic procedures that are being employed in a research and demonstration program that is investigating the relationship between specific learning disabilities and juvenile delinquency. The documentation of the procedure that was followed will be useful to researchers, clinicians and others who are concerned with making determinations regarding the presence of learning disabilities in adolescents.

Block, J.R. Recent research with the attitudes toward disabled persons scale: Some research abstracts. Albertson, New York: Human Resources Center, 1974.

The Attitudes Toward Disabled Persons Scale (ATDP) was developed to determine findings concerned society's views toward handicapped persons. "This monograph is a collection of some of the more extensive research studies that were conducted using the ATDP." (foreward)

Bolton, B. (Ed.). Handbook of measurement and evaluation in rehabilitation. Baltimore, Maryland: University Park Press, 1976.

Seventeen chapters in this edited volume were prepared by experts in psychometrics, clinical assessment, and counselor education, each designed to cover a different aspect of psychological measurement as applied in the evaluation of disabled clients. There is a chapter on outcome measurement and one on assessment of counselor performance.

Botterbusch, K. A comparison of seven vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1976.

This publication compares the TOWER system, Philadelphia JEVS Work Sample Battery, Singer Vocational Evaluation System, Talent Assessment Programs, Wide Range Employment Sample Test, McCarron-Dial Evaluation System, and the VALPAR Component work sample series. Comparison points include information about the developer, organization of the system, process followed, administration procedures, scoring and norms, client observation, reporting, purposes, training required, and technical considerations.

Botterbusch, K. A comparison of four vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

This publication compares the COATS, Hester, Micro-TOWER and VIEWS vocational evaluation systems. Comparison points include information about the developer, organization of the system, process followed, administration procedures, scoring and norms, client observation, reporting, purposes, training required, and technical considerations.

Bureau of Education Research. A system for the identification, assessment, and evaluation of the special needs learner in vocational education. Urbana-Champaign, Illinois: Bureau of Education Research, 1978.

The Bureau of Educational Research developed an identification and assessment system for special needs learners in vocational education. The system consists of an administrator's manual plus the nine units of the system. The entire set is packaged in a loose-leaf binder. The nine units of the system cover the following areas: a) introduction to the identification and assessment system; b) procedures for identifying students with special needs; c) strategies for assessing the student's present level(s) of performance; d) preparing an individualized vocational plan; e) the use of the training plan in concurrent work-education programs; f) assessing vocational skill development; g) monitoring the student's individualized vocational plan; h) conducting student follow-up; and i) conducting employer follow-up.

Carlson, L.A. The nexus: Test results to insight for remediation. San Rafael, California: Academic Therapy, 1973.

This work is a guidebook designed to help teachers understand more about commonly used standardized tests and assist them in interpreting scores. The author stresses information which would be helpful in relating test results to remedial plans.

Diederich, P.B. Short-cut statistics for teacher-made tests. Princeton, New Jersey: Educational Testing Service, 1973.

This article delineates abbreviated methods for analyzing test results in the classroom, and includes a discussion of item analysis, standard error, reliability and correlation.

Droege, R.C., and Mugaas, H.D. The USES testing program. In B. Bolton (Ed.), Handbook of measurement and evaluation in rehabilitation. Baltimore: University Park Press, 1976.

This is a look at the test research program services provided by the United States Employment Service. Explored are various types of occupational tests used, and their specialized application to different handicapped groups, namely, the deaf, the mentally retarded, and the educationally deficient.

Dunn, D.J. *Situational assessment: Models for the future*. Menomonie, Wisconsin: University of Wisconsin-Stout, 1973.

The author presents various theoretical approaches to the process of using situational assessment. Although the focus of the work is on the use of situational assessment in rehabilitation facilities, the concepts which are presented could be adopted profitably by education agencies.

Eash, M.L., and Talmadge, H. *Evaluation of learning environments*. Princeton, New Jersey: Educational Testing Service (ERIC), 1975.

"This paper discusses some approaches to the evaluation of social environments of learning that extend traditional evaluation beyond what intelligence and standardized achievement tests capture as the outcomes of schools." (Abstract) Four evaluational studies are viewed which involve assessment of learning environments.

Erickson, R.C., and Wentling, T.L. *Measuring student growth: Techniques and procedures for occupational education*. Boston, Massachusetts: Allyn and Bacon, Inc., 1976.

This is a comprehensive textbook on measurement applied to occupational education. A balanced and updated treatment is given to: general measurement considerations, teacher-made instruments, standardized instruments and obtaining and using measurement information. The authors make applications of each idea and each method to some aspect of occupational education with the intention of improving the measurement and testing procedures within occupational programs. Current and future occupational instructors, counselors and administrators are its intended audience.

Esser, T.J. *Effective report writing in vocational evaluation and work adjustment programs*. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

Esser has developed a guidebook designed to enhance effective report writing in vocational evaluation and work adjustment programs. In it he discusses common problems found in vocational assessment reports and suggests a reporting format which might help overcome these problems.

Esser, T.J. *Client rating instruments for use in vocational rehabilitation agencies*. Menomonie, Wisconsin: University of Wisconsin-Stout, 1975.

This publication discusses some reasons for using rating scales, types of scales, problems and pitfalls in using them, and considerations for selecting scales from those which are commercially available. Eleven such scales are included in the publication.

Fry, R.R. (Ed.). Work evaluation and adjustment: An annotated bibliography, 1978 supplement. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute (Material Development Center), University of Wisconsin-Stout, 1978.

This bibliography includes relevant rehabilitation literature on work evaluation and adjustment compiled in 1978. The catalogue is supplemental to the annotated bibliography on work evaluation and adjustment (1947-1977) developed by the Materials Development Center at the Stout Vocational Rehabilitation Institute in 1978.

Fry, R.R. (Ed.). Work evaluation and adjustment: An annotated bibiography, 1947-1977. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute (Material Development Center), University of Wisconsin-Stout, 1978.

This bibliography provides an extensive review of relevant rehabilitation literature pertaining to work evaluation and adjustment. The resources listed in the bibliography are available on loan from the Stout Vocational Rehabilitation Institute.

Gardner, W.I. Learning and behavior characteristics of exceptional children and youth: A humanistic behavioral approach. Boston: Allyn and Bacon, 1977.

This work presents a step-by-step approach to the behavioral analysis and remediation of learning problems in students who are handicapped. Methodology employed is buttressed by the findings of empirical research wherever possible.

Giles, M.T. Individual learning disabilities: Classroom screening instrument. Adolescent level: Grades 4 through 12. Administration and scoring manual with remedial suggestions. Evergreen, Colorado: Learning Pathways, Inc., 1973.

The purpose of this screening instrument is not to diagnose, but to provide preliminary and very early identification of students with possible learning problems. It is intended to help the teacher assess the areas in which a student may be having learning difficulties.

Goldman, L. *Using tests in counseling* (2nd ed.). New York: Appleton-Century-Crofts, 1971.

Goldman presents a detailed and logical approach to the utilization of tests by counselors. Research findings are incorporated throughout, but the book is written for use by the practitioner.

Gronlund, N.E. *Measurement and evaluation in teaching* (3rd ed.). New York: MacMillan Publishing Company, 1976.

The author discusses evaluation procedures used in school programming including both measurement and non-measurement techniques with specific emphasis on the pupil and his learning process. Included in the article are general principles of evaluation, methods, and types of evaluation procedures.

Gropper, G.L. *Diagnosis and revision in the development of instructional materials.* Englewood Cliffs, New Jersey: Educational Technology Publications, 1975.

Gropper's text, according to its author, is a state-of-the-art volume on the diagnosis and revision of instructional materials. The book provides a description of a variety of diagnostic issues and methods. It also includes a description of several tools and methods for diagnosis and revision.

Iowa Department of Public Instruction. *Vocational assessment systems: Application in programs serving special needs populations.* Des Moines, Iowa: Iowa Department of Public Instruction, 1973.

In 1973, The Iowa Department of Public Instruction sponsored a workshop which addressed issues surrounding the use of vocational assessment systems in programs which served special needs populations. The document summarizing the conference presents summaries of presentations which covered not only general topics such as "Vocational Assessment: What Can Be Gained From It" and "Assessment Systems in Career Development Programs" but also presentations on individual assessment tools such as the Singer Graflex system, the JEVS system, the TOWER, the Wide Range Employment Sample Test, and the Talent Assessment Tests.

Keilitz, I., Zaremba, B., and Broder, P.K. *The link between learning disabilities and juvenile delinquency: Some issues and answers.* Williamsburg, Virginia: National Center for State Courts, 1979.

Early results of a large-scale field experiment investigating the link between learning disabilities and juvenile delinquency are discussed. An alternative to the "school failure" and "susceptibility" hypothesis concerning the relationship between learning disabilities and juvenile delinquency is proposed to accommodate the finding that learning-disabled adolescents do not seem to engage in different types of delinquent acts from their peers without learning disabilities.

Korn, T.A., Ranney, W.C., Schneck, G.R., and Schober, D. Behavior identification and analysis in rehabilitation facility services. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, 1976.

Korn et. al. have developed a handbook designed to acquaint the human service professional with the skills involved in the assessment of a person's work and work-related behaviors, through the use of behavioral observation and analysis. (Other possible methods which would be used in vocational assessment include interviews, work samples, psychometric testing and physical capacities examination).

Larson, K. Vocational careers assessment manual. Portland, Oregon: Special Education Department, Portland State University, 1978.

This manual provides an initial review procedure for severely handicapped adolescents and adults about to enter a community based vocational training program.

Levine, S., and Elzey, F.F. San Francisco vocational competency scale. New York: The Psychological Corporation, 1968.

Levine and Elzey (1968) developed the San Francisco Vocational Competency Scale to provide an instrument designed to measure the vocational competency of individuals whose primary disability is mental retardation. They indicate that the scale should not be used with persons under 18 years of age and is not applicable to individuals with severe hearing, visual or motor impairments. The scale consists of thirty items; each item contains four or five options which range from a low level of competence (1) to a high level of competence (4 or 5). The levels are cumulative in that an individual who is rated 5 on an item is presumed to be able to perform at all preceding levels. The scale is intended to measure actual performance and not presumptive ability. Each individual is to be rated at the level at which he or she characteristically performs at present. The authors state in the manual that they developed the scale with five uses in mind: 1) selection of mentally retarded individuals for training in semi-independent or sheltered situations; 2) assessment of an individual's status at a particular time; 3) judgment of growth in vocational competence over a period of time; 4) study of the relative efficacy of different training methods; 5) screening of mentally retarded individuals for placement in independent work situations. The items of the scale encompass four dimensions of vocational competence: motor skills, cognition, responsibility, and social-emotional behavior. To use the scale, no special test situations need to be established, nor must a psychologist administer the scale. The scale can be completed by someone familiar with the evaluee's characteristic performance.

Mager, R.F. Measuring instructional intent. Belmont, California: Fearon Publishers, 1973.

Mager presents a detailed approach to decoding objectives, and matching performances and conditions with objectives. He also provides many practice items so that a reader can develop the skills being presented.

Maryland Department of Education. Vocational evaluation in Maryland public schools: A model guide for student assessment. Annapolis: Maryland Department of Education, 1977.

This publication provides a model guide for the vocational assessment of handicapped students. The publication also provides a detailed job description for vocational evaluator in a public school, as well as a job description for a paraprofessional level job entitled Vocational Evaluation Technician. In addition, several sample evaluation reports, including descriptive data about the evaluees, test results, and recommendations are provided. Finally, the publication provides a guideline for guidance counselors to assist them in establishing a working relationship with vocational evaluators when striving to integrate a vocational evaluation into the total range of services provided to a handicapped student in an educational setting.

Materials Development Center. Suggested publications for developing an agency library on work evaluation, adjustment, and facility management. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979.

This report identifies a selection of documents emphasizing vocational evaluation and adjustment and rehabilitation facility management. The compilation is intended as a guide for rehabilitation facilities attempting to establish reference libraries.

McCullough, B.C., and Zaremba, B.A. A comparative analysis of standardized achievement tests with learning disabled and non-learning disabled adolescent boys. Columbia, South Carolina: University of South Carolina; Williamsburg, Virginia: The National Center for State Courts, 1979.

This paper examines the characteristics of 2 achievement tests, the Key Math Diagnostic Arithmetic Test and the Woodcock Reading Mastery Tests, comparing them among samples of learning disabled and non-learning disabled adolescents. The implications of these comparisons for the use of the tests in research on, and the screening and diagnosis of, learning disabilities are discussed.

Menz, F.E. Vocational evaluation with adolescents: Description and evaluation of a program for reluctant learners. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1978.

This report describes an optional vocational evaluation program provided as part of a treatment of vocational and school behaviors of reluctant learners; it also suggests an alternative in-school variation of that program, and summarizes the effects which the original program had on reluctant learner behaviors.

Moran, M.R. Assessment of the exceptional learner in the regular classroom. Denver, Colorado: Love Publishing Company, 1978.

The primary purpose of this book is to offer the regular classroom teacher specific guidelines for the many decisions he or she must make in assessing mildly handicapped children in the classroom. It focuses on initial evaluation, or diagnosis, preparatory to designing and implementing an individualized education program (IEP). The book's emphasis is not with the IEP itself, but rather with the teacher's preliminary diagnostic assessment and referral of the exceptional learner in the regular classroom.

Parnicky, J.J., and Presnall, D.M. Interest inventories and the retarded. Rehabilitation Counseling Bulletin, December, 1976, 118-128.

This article discusses two measures designed to assess the vocational interests of retarded people: the Vocational Interest and Sophistication Assessment (VISA) and the Reading-Free Vocational Interest Inventory (RFII).

Phillips, B.N. (Ed.). Assessing minority group children: A special issue of Journal of School Psychology. New York: Behavioral Publications, 1973.

The articles collected in this book look at the assessment of minority children from cultural, linguistic, evaluative, and educational points of view.

Popham, W.J. Educational evaluation. Englewood Cliffs, New Jersey: Prentice Hall, 1975.

This book covers some important points which must be taken into consideration when analyzing evaluational data, including appropriate data analysis schemes commonly used by evaluators, the difference between statistical significance and practical significance, and an overview of various statistical concepts and tests.

Reagles, K.W., and Butler, A.S. The human service scale: A new measure for evaluation. Journal of Rehabilitation, 1976, 42, 34-38.

The development of a measurement device which utilizes rehabilitation concepts is described. The Human Service Scale has potential for use by counselors, clients, supervisors, administrators, program evaluators, researchers, and funding agencies.

Reschly, D.J. Non-biased assessment and school psychology. Des Moines, Iowa: Department of Public Instruction, Pupil Personnel Service Branch, 1978.

This publication addresses the topic of non-discriminatory assessment. The issues which led to the legislation, judicial inquiry, and directives from federal and state agencies regarding non-biased assessment are discussed and implicit assumptions clarified. Most important are the specific recommendations which reflect an attempt to provide a guide to school psychologists. The concern here is to insure quality in assessment for all children including non-biased assessment with minority persons.

Scannell, D.P. A positive view of standardized tests. Focus on Exceptional Children, 1978, 10 (5), 1-10.

Scannel presents a case for the use of standardized tests in educational planning and programming. In so doing, he makes it clear that standardized tests are not perfect tools, and points out several reasons why this is so: a) a test's value is influenced largely by the skill with which people interpret and use test results; b) tests only sample the domain they claim to measure; c) they are neither complete nor infallible instruments; d) they do not tap innate student characteristics; and e) they do measure all the topics of importance or interest to schools and individuals.

Singerland B. Why wait for a criterion of failure. Cambridge, Massachusetts: Education Publishing Service, Inc., 1974.

This booklet briefly describes the way school systems can, through early screening, identify students with language development disabilities (weakness in auditory, visual or kinesthetic function). The report illustrates how schools can provide preventative instruction tailored to the needs of this population within the economy of normal classroom settings.

U.S. Department of Health, Education and Welfare. *Resurge '79: Manual for identifying, classifying and serving the disadvantaged and handicapped under the vocational education amendments of 1976 (P.L. 94-482)*. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1979.

The purpose of this publication is to provide resource information for State staff in planning, implementing and evaluating programs and services for students with special needs. The document is also designed to serve as a basis for compatibility in reporting enrollments and other pertinent information about vocational education programs for special needs students.

Vocational Evaluation and Work Adjustment Association. *Vocational evaluation project final report*. Menomonie, Wisconsin: University of Wisconsin-Stout, 1975.

This is a compilation of major ideas from reports of seven V.E.W.A.A. task forces originally published as special issues of The Vocational Evaluation and Work Adjustment Bulletin, Volume 8, July, August, and September, 1975.

Walls, R.T., and Werner, T.J. Vocational behavior checklists. *Mental Retardation*, August, 1977, 30-35.

In this article, the authors reviewed, categorized and evaluated 39 behavior checklists containing behavioral descriptions related to prevocational, vocational, occupational and work behaviors. The authors categorized the scales' items into eight subclasses of vocational behavior: prevocational skills, job-seeking skills, interview skills, job-related skills, union-financial-security skills, and specific-job skills. The authors also discussed strategies for selecting and utilizing vocational behavior checklists for assessment and training.

section 4

career education

Alfred, W.G. An inventory of job options for persons with upper extremity impairments and less than a college education. Houston, Texas: Rehabilitation Research and Training Center No. 4, Baylor College of Medicine/The Institute for Rehabilitation and Research, 1979.

This report contains an inventory of jobs that have been performed successfully by persons with upper extremity impairments. The inventory is broken down into three sections stressing: 1) client profile, 2) job description and 3) job performance evaluation. The report is useful to rehabilitation counselors interested in identifying job options and placement goals for their clients, vocational evaluators developing work samples for persons with upper extremity impairments, rehabilitative engineers involved on job modification for the upper extremity disabled, business and industry personnel and related professions.

Backer, T.E. New directions in rehabilitation outcome measurement. Washington, D.C.: Institute for Research Utilization, 1977.

This monograph summarizes issues in vocational rehabilitation outcome measurement. It analyzes current practice, lists and describes new outcome measures, and talks about the impact of outcome measurement on the direct service professionals and administrators involved.

Bakeman, M., and Davies, B. First impressions: Guide for specialists. Minneapolis, Minnesota: Multi-Resource Centers, Inc., 1974.

This is a guide for a program to teach basic grooming skills to students who will be looking for employment. There are five topics: cleanliness, hair care, makeup, clothing, and nonverbal aspects. There is also a companion First Impressions Media Kit.

Bellamy, G.T., Horner, R.H., and Inman, D.P. Vocational habilitation of severely retarded adults: A direct service technology. Baltimore: University Park Press, 1979.

Bellamy, Horner, and Inman have developed a systematic approach to the vocational training of severely handicapped individuals. The focus of the book is not restricted to any particular set of intelligence or adaptive behavior test scores. The procedures described in the book are designed to remediate difficulty in changing behavior or developing vocational competence, regardless of the diagnostic label attached to the trainee. The bulk of the data provided by the authors in support of their methodology has been derived from work with individuals labeled severely retarded who have experienced considerable difficulty in learning vocational and other skills.

Blanc, D.V. Training manual: Job and social skills. Vocational strategies for special needs students. Boston, Massachusetts: Boston State College, 1976.

This Spanish-English guide is to assist mildly handicapped students who are mainstreamed into regular high schools. Lessons include: "your name and some important things you should know," "finding jobs" and "applying for jobs."

Brolin, D.E. Life centered career education: A competency based approach. Reston, Virginia: The Council for Exceptional Children, 1978.

The mission of this project was to develop a methodology by which school systems can produce locally sponsored inservice training in career education for students with mild retardation at the junior and senior high school level. Specifically, the project proposed to: 1) design and develop an inservice/staff development model; 2) develop appropriate techniques, materials, and experiences to train school personnel; and 3) complete and disseminate an inservice/staff development training program for such personnel.

Brolin, D.E., and Kolstoe, O.D. The career and vocational development of handicapped learners. Columbus, Ohio: The E.R.I.C. Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, Ohio State University, 1978.

This paper attempts to ascertain the state of the art in career education for persons with handicaps. Specific career needs of the handicapped are identified and the concept of career education is clarified. Research conducted to evaluate the effectiveness of various curricular approaches in career education is also studied. Finally, research in the areas of teaching/counseling methods and career assessment, explanation, and preparation for the handicapped is reviewed.

Brolin, D.E., and Mauch, P.A. Career education for persons with handicaps - A bibliography. Columbia, Missouri: Department of Counseling and Personnel Services, University of Missouri, 1979.

The materials cited in this bibliography represent a theoretical and historical representation in the area of career education for individuals with handicaps. There is a focus on the future. Citations are organized according to the following categories: 1) articles from journals; 2) special issues of journals devoted partially or totally to career education for persons with handicaps; 3) books; and 4) monographs from projects, colloquia, agency, university and governmental sources.

Brolin, D.E., McKay, K.J., and West, L.L. Trainers' guide to life centered career education. Reston, Virginia: The Council for Exceptional Children, 1978.

The Trainers' Guide is intended for use by the school district personnel responsible for preparing, conducting, and monitoring inservice workshops and subsequent career education programs implemented in the schools. There are 5 sections: 1) Introduction, which provides a total overview; 2) Personnel Responsibilities; 3) Career Education Planning; 4) Evaluation Procedures; and 5) Workshop Guidelines. Special focus is on mental retardation.

Brouillet, F.B. Competency-based model for the handicapped: Adult living skills and vocational preparation. Olympia, Washington: Office of the State Superintendent of Public Instruction, 1978.

This manual presents the philosophy and development of a competency-based model Occupation Preparation Guide for pre-school up to age 21. The guide includes sections on the field test program, the prerequisite skill inventory, assessment, task analysis, independent living and employment skills, and referral agencies. The key to this program is the determination of the essential skills needed for employment and independent living.

Carpenter, R.L. Colloquium series on career education for handicapped adolescents, 1977. West Lafayette, Indiana: Department of Education, Purdue University, 1977.

This collection of presentations represents one part of what is felt to be a unique thrust at dissemination of the most recent thinking regarding career education for handicapped adolescents. Each selection in this monograph is the text of a videotape presentation shown through the Indiana Higher Education Telecommunication System (IHETS). This second series was designed as a sequel to the first (Blackburn, 1976) which established the foundation of career education relative to adolescents with handicapping conditions. This series begins with the sequence of steps that follows from the base, i.e. classroom practices, counseling and evaluation, job placement, and training on-the-job.

Coffey, D., and Ellien, V. Work adjustment curriculum development project: A summary. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979.

This Research and Training Center monograph outlines and attempts to summarize a one-year research effort completed by a group of leaders and workers in rehabilitation. It describes the preliminary preparations, early analyses, resulting discussions and dialogue of a diverse group of practitioners, students, leaders and scholars concerned with providing adjustment services for disabled people. The overall goal of the project was to continue to advance the development of training curriculum for the work adjustment specialist. The monograph reflects project activities defining the role and function of the adjustment specialist, curriculum development and conference efforts at integration of information into final results and recommendations.

Cook, P.F., Dahl, P.R., and Gale, M.A. Vocational opportunities: Vocational training and placement of the severely handicapped. Salt Lake City, Utah: Olympus Publishing Company, 1978.

This handbook describes major barriers in attitude, communication, environment, and skills that confront the severely handicapped person seeking vocational training and job placement. The book identifies jobs at which severely handicapped people have been successful, then identifies jobs in the Dictionary of Occupational Titles with similar skill requirements.

Dall'Armi, L. Vocational role-models for handicapped students. Santa Barbara, California: Santa Barbara County Schools, Office of the Superintendent, 1976.

This report is designed to broaden vocational opportunity awareness and improve attitudes of handicapped students and employers in order to help prepare these students for employment. 48 handicapped students representing the 4 major special education categories (communicatively handicapped, physically handicapped, learning handicapped and severely handicapped) participated in videotaped career awareness interviews with similarly handicapped persons who were employed. The video tapes were to provide information about the work experience of the employed persons.

Dawis, R.V. The Minnesota theory of work adjustment. In B. Bolton (Ed.), Handbook of measurement and evaluation in rehabilitation. Baltimore: University Park Press, 1976.

The Minnesota Theory of Work Adjustment evolved out of a grant to study effectiveness of job placement procedures. This chapter includes a definition of work adjustment, basic concepts of the theory, proposition and instrumentation of the theory, extensions of the theory, and implications for vocational rehabilitation.

Dawis, R.V., and Lofquist, L.H. Personality style and the process of work adjustment. Journal of Counseling Psychology, 1976, 23 (1), 55-59.

The authors extend the theory of work adjustment to describe the process in terms of work personality and environment styles. "The work personality style dimensions deduced from the theory of work adjustment are flexibility, activeness, reactiveness, and celerity. These dimensions are described conceptually, and examples of data for their assessment are given." (ABSTRACT)

Dickerson, L.R., and Andrew, J.D. Work adjustment: A resource manual. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

Dickerson and Andrew have edited a series of articles dealing with issues involved in preparing persons with handicaps for work. The text is intended to be used either as a resource guide or as part of an inservice training program. The authors include suggested exercises for use in an inservice training format. Topics covered include critical vocational behaviors in work adjustment, interpersonal skills, feedback interviewing, goal planning (behavioral objectives), behavior identification and analysis methods, observation and recording of work behavior and performance, and goal attainment scaling.

Edwards, J. Vocational careers training model. Portland, Oregon: Special Education Department, Portland State University, 1978.

This is a training manual for those working with moderately and severely handicapped adolescents and adults. Procedures presented are for dealing with volunteers, behavior management skill training, assessment of data, and record keeping of training efforts. The behavioral technology of task analysis has been employed along with the systematic application of prescriptive programming. The writing and delivery of these programs are the major emphasis of this manual.

Flanagan, W.M., and Schoepke, J.M. Lifelong learning and career development needs of the severely handicapped. Columbia, Missouri: University of Missouri, Department of Counseling and Personnel Services, 1978.

This is the first of several working papers to be written and disseminated to professional workers interested in lifelong education and services for handicapped citizens. It is primarily to show that lifelong learning and career education/development share a common philosophy, i.e., both incorporate the idea of learning as a continuous process throughout life. This paper uses the community college as a central coordinating agency and is broken into 3 parts: 1) introduction;

2) the special situation of the handicapped; and 3) delivery systems and consumerism.

Fullerton Union High School District. *Project integrate: Work experience for the handicapped*. Fullerton, California: Fullerton Union High School District, Vocational Education Department, 1977.

These materials and forms were developed especially for the Fullerton Union High School District. They were designed to prepare special education students for the world of work. A Special Education Work Experience Kit is used to help teachers effectively prepare handicapped students for employment and their resulting success on the job.

Gold, M.W. Vocational training. In J. Wortis (Ed.), *Mental retardation and developmental disabilities: An annual review (Vol. 7)*. Urbana, Champaign: University of Illinois, Children's Research Center, 1975.

In discussing vocational training and success ratios of mentally retarded workers, the author emphasizes the need to build vocational competence in individuals as well as eliminating deviant behavior patterns. He advocates a shift of emphasis away from testing and prediction, and toward current training technology in order to build and improve worker competence and acceptance.

Greenspan, S. *Developing vocational education and work experience programs for the exceptional student*. Crockett, California: John Swett Unified School District, 19--.

This handbook reflects Mt. Diablo Unified School District's efforts to develop and implement a comprehensive plan for training special education students for the future. A conceptual model, relating to career preparation, is outlined in the handbook and can be followed by other school districts as they develop their programs. Vocational education work experience for exceptional individuals is stressed in the report.

Hagestuen, L., Lane, F., Molick, C., Rowland, H., Rud, J., Strom, J.T., Wieger, M., and Zollar, J. *Vocational education work experience program for handicapped students: Teacher-coordinator handbook*. White Bear Lake, Minnesota: Minnesota Instructional Materials Center, 1977.

This handbook describes a work experience program for handicapped students, including state and federal guidelines and sources of funding. The authors delineate the responsibilities of the coordinator, employer, student and school.

Horiuchi, C., and Johnson, C.M. *New dimensions in meeting the needs of career and vocational education for the handicapped in Colorado*. Denver, Colorado: Colorado Department of Education, 1979.

This document relates the processes, procedures and outcomes of a workshop on developing educational and vocational training programs for secondary handicapped students, attended by district level teams representing vocational education, special education, career education, and vocational rehabilitation. Included are several appendices containing copies of instruments used, lists of participants, resource persons, and outcome summaries.

Illinois State University. *Meeting the work training needs of special students in high school vocational/occupational education programs*. Normal, Illinois: Department of Special Education, Special Education Instructional Materials Laboratory, Illinois State University, 1977.

This notebook is made up of 10 modules: 1) orientation to the student with special needs for vocational occupational education; 2) work adjustment training; 3) job analysis strategies for vocational/occupational teachers; 4) vocational evaluation for vocational/occupational teachers; 5) behavior management; 6) teaching strategies; 7) educational/vocational prescriptive programs; 8) community analysis strategies; 9) job placement; and 10) State and local support services.

Indiana Department of Public Instruction. *Learning for everyday living*. Indianapolis, Indiana: Division of Adult and Community Education, Indiana Department of Public Instruction, 1978.

This guide will be helpful to Adult Basic Education directors, teachers, paraprofessionals and volunteers who are working in the local programs. It is designed to provide the reader with suggested teaching/learning activities and resources for helping adult learners develop the basic skills and knowledge they need for coping with their daily lives. The material is grouped into 5 areas: 1) consumer economics; 2) occupational knowledge; 3) health; 4) community resources; and 5) government and law.

Johnson, C.M. *Expanding work options for exceptional students: A self instructional manual*. Reston, Virginia: The Council for Exceptional Children, 1979.

This is a self instructional manual on teaching career education and awareness to handicapped students. It includes model lesson plans and suggestions on adapting these for students with various handicapping conditions.

Karr, K.J. and Karr, J.F. (Eds.). Using community and school resources for the career development of handicapped persons. Solana Beach, California: JFK Publishing Company, 1978.

This volume focuses on the use of school and community resources to assist personnel in meeting the many needs of handicapped individuals. It is a "how to" guidebook, containing practical methods to identify resources, steps to organize the information, and important sources to use in meeting student needs.

Korman, A.K., Greenhaus, J.H., and Badin, I.J. Personal attitudes and motivation. Annual Review of Psychology, 1977, 28, 175-196.

Specified topics relating to the field of work attitudes and motivation are covered, including theoretical frameworks, theoretical issues, cultural changes in the world of work, job enrichment and motivation techniques.

Krantz, G. Critical vocational behaviors. Journal of Rehabilitation, 1971, July-August, 14-16.

Krantz outlines what he considers to be critical vocational behaviors, which play a major role in the likelihood of a handicapped person becoming and remaining employed. His list includes the following elements: a) job objectives behaviors; b) job-getting behaviors; and c) job-keeping behaviors - behaviors which help the person to stay employed after he gets the job.

Larson, K. Vocational career management manual. Portland, Oregon: Special Education Department, Portland State University, 1978.

This manual provides a set of procedures and materials for the administration of a community based vocational training program for severely handicapped adolescents and adults.

Madsen, G.A. (Ed.). Programming vocational skills for the handicapped. Olympia, Washington: State Office of the Superintendent of Public Instruction, 1978.

In order to assist those persons involved with work-experience programs for the handicapped, the authors have written this manual as a guideline to promote positive self-concepts, the establishment of realistic work and social attitudes, the relationship of vocational skills to daily living and job related behaviors, and employment flexibility.

Michigan Department of Education. Career education for the handicapped. Marshall, Michigan: Calhoun Intermediate School District, n.d.

This training manual has been developed to assist in career education training programs. It is divided into 6 sections: 1) introduction; 2) how to set up the training program; 3) career education training modules; 4) resources; 5) transparencies; and 6) handouts.

Michigan State Board of Education. Ideas for activities. Lansing, Michigan: Michigan Department of Education, 1976.

This document has been designed especially for teachers of secondary level special education students. All the ideas, in most cases, have been written and implemented by teachers, and have been broken into 4 areas: 1) self awareness and assessment; 2) career awareness and exploration; 3) career decision making; and 4) career planning and placement. Utility of these ideas will be a function of the creativeness and desire of the person using them.

Myers, A.I. A guide for developing a community survey for jobs accessible to the physically handicapped. Norwalk, California: Cerritos College, 1975.

This publication was generated through a critical survey of employment opportunities for handicapped people in Downey, California. The article reviews present day job search and placement strategies for the handicapped, establishes criteria for matching job descriptions to orthopedically handicapped job seekers and provides findings, conclusions and recommendations based on the survey. The report is particularly concerned with those handicapped persons facing severe time and financial constraints in their job search.

New York State Education Department, Division for Handicapped Children, Bureau for Mentally Handicapped Children. Stimulating change in secondary programs for the mentally handicapped. Albany, New York: State Education Department, Division for Handicapped Children, 1972.

Discusses the importance of work as an outcome criterion in rehabilitation and outlines a model of a vocational habilitation program for retarded adolescents. This paper was part of the proceedings of a Special Study Institute in Cortland, New York in May, 1972.

Phelps, L.A., and Lutz, R.J. Career exploration and preparation for the special needs learner. Boston: Allyn and Bacon, 1977.

This book focuses on career exploration and preparation programming designed for special needs learners. The text is intended to facilitate the expansion and improvement of occupational programs serving handicapped and disadvantaged learners at the secondary level. The strategies, concepts, and examples presented in the book are appropriate for both junior high level exploratory programs and senior high level job preparation programs. The book is primarily a curriculum or instructional development book, designed for practicing educators, graduate students, and advanced undergraduates.

The President's Committee on Employment of the Handicapped. *Guide to job placement of mentally restored people*. Washington, D.C.: The President's Committee on Employment of the Handicapped, n.d.

This is a guide to successful job placement for mentally restored people. It is useful to both employee and employer and discusses topics such as attitudes, the importance of work, affirmative action, promotions, and other special considerations.

Richie, D., Hall, C., and Liles, R.D. *Career development teacher strategy handbook*. Downey, California: Office of the Los Angeles County Superintendent of Schools, 1977.

This is the second draft edition of the Career Development Handbook designed to guide the implementation of a career and vocational training program for senior high students enrolled in the Los Angeles County Severe Oral Language Disordered/Aphasia Program. It presents suggested activities and materials needed to fulfill the project objectives of developing self-sufficiency and skills leading to permanent gainful employment.

San Diego City Schools. *Project open door*. San Diego, California: San Diego City Schools, 1977.

The primary emphasis of Project Open Door was pre-vocational adjustment and career exploration for individuals classified as EMR. Specifically, the project was designed to increase the opportunities for participation of EMR students in pre-vocational/vocational education in a planned sequential and systematic process.

Schenck, G.R. *Job analysis: A self study manual*. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, n.d.

This self study manual on job analysis introduces job analysis and its constituent parts. The manual covers the following: a) writing a description of tasks; b) describing worker functions; c) writing a job summary; d) training time, promotion and transfer, and supervision; and e) worker trait ratings and the dictionary of occupational titles.

Turner, R.J. Jobs and schizophrenia. *Social Policy*, 1977, *8*, 32-40.

This article reviews recent work in the field and past studies on work records and schizophrenia. Turner concludes that work performance needs to be evaluated independently from clinical study.

U.S. Department of Labor. *Handbook for analyzing jobs*. Washington, D.C.: U.S. Government Printing Office, 1972.

The Labor Department has issued a handbook for use by anyone desiring to analyze jobs. Topics covered include: a) procedures for conducting a job analysis; b) the staffing schedule; c) the job analysis schedule; d) organization and process flow charts; e) the narrative report; and f) verification of job analysis.

Urban, S.J., and Tsuji, T. (Eds.). *The special needs student in vocational education: Selected reading*. New York: Arno Press, 1974.

This book offers a collection of articles, most of which were previously published elsewhere. Part I is an overview of issues and trends in special education, and mainly deals with mainstreaming. Part II considers the role of law in providing special needs students with vocational education. The articles in Part III discuss the nature of vocational programs for the handicapped and disadvantaged, and Part IV concerns career education for the special needs student.

Warren, F.G. Preparing the handicapped for gainful employment. In G.M. Blackburn (Ed.), *Colloquium series on career education for handicapped adolescents*. West Lafayette, Indiana: Purdue University Department of Education, 1976.

Warren describes the programs available at the segregated high school for the handicapped of which he is the director, and argues against mainstreaming secondary handicapped students.

section 5

curriculum modification

Abt, P.J., and Lewis, W.B. Occupational analysis homemaking. Fort Collins, Colorado: Curriculum Materials Center, Colorado State University, 1978.

This publication presents the results of a study directed at homemakers with special needs (i.e. male homemakers, ethnic homemakers, low income homemakers et. al.). The objectives of the study included: 1) identifying techniques used to complete homemaking tasks, 2) determining the commonalities and uniquenesses of tasks identified by ten special need homemaker groups, 3) collecting additional information about homemaking tasks--frequency of performance; and 4) disseminating the task analysis findings to vocational consumer and homemaking teachers in Colorado to facilitate curriculum decisions.

Alley, G., and Deshler, D. Teaching the learning disabled adolescent: Strategies and methods. Denver, Colorado: Love Publishing Co., 1979.

This book descirbes an alternative approach to meeting the needs of many learning disabled adolescents currently placed in special support programs at the secondary level. The text focuses on two major areas. The first part outlines the specific components of an alternative learning strategy including: rationale, target population, skill areas taught, administrative placement issues, roles of the teacher of the learning disabled and the use of materials. The second part presents specific learning methods useful to learning disabled adolescents. Topics applicable to these learning methods include reading, writing, mathematics, thinking, social interaction, listening and speaking.

Blanc, D.V. Training manual: Driver education -- Vocational strategies for special needs students. Boston, Massachusetts: Boston State College, 1976.

These lessons are to provide driver training education for mildly handicapped students placed in jobs that require a driver's license. The text uses words from the drivers' manual in Massachusetts. This manual is one of five in a vocational strategies project.

Blanc, D.V. Training manual: Vocational skills -- Vocational strategies for special needs students. Boston, Massachusetts: Boston State College, 1976.

This guide presents strategies of occupational education, rather than specific curriculum guides. The five areas covered are: automotive mechanics, electronic and mechanical assembly, printing and welding. These courses emphasize specific job related activities.

Board of Cooperative Educational Services of Nassau County. Master table of contents for 17-volume series: Occupational education for students with special needs. Westbury, New York: Board of Cooperative Educational Services of Nassau County, 1975.

This work includes the table of contents for 17 volumes in the county's occupational education series. Areas covered include: automotive maintenance, body and fender repair, building maintenance and building trades, distributive services, electronic and mechanical assembly, floriculture and ornamental culture, food services, graphics, office services, packaging, plastics and wood products assembly, and personal services.

Brannon, D.R., Day, G.F., and Maley, D. What is competency-based vocational education (C.B.V.E.)? Baltimore, Maryland: Division of Vocational-Technical Education, Maryland State Department of Education, 1978.

This publication explains the concept of Competency-Based Vocational Education; a program designed to improve the teaching-learning process. It discusses the characteristics, advantages and concerns underlying C.B.V.E. and is intended to aid student achievement of required competencies needed for successful on-the-job performance.

Broden, M., Copeland, G., Beasley, A., and Hall, R.V. Altering student responses through changes in teacher verbal behavior. Journal of Applied Behavior Analysis, 1977, 10, 479-487.

This article discusses the results of tests with special education classes in inner city schools. Teachers significantly increased their students' responses by altering questions or giving specific instructions for answering the questions.

Brown, L., Branston, M.B., Baumgart, D., Vincent, L., Falvey, M., and Schroeder, J. Utilizing the characteristics of a variety of current and subsequent least restrictive environments as factors in the development of curricular content for severely handicapped students. AAESPH Review, 1979.

This paper is designed to address several critical issues that pertain to the development of longitudinal curricular content for use with severely handicapped students. Emphasis is on: 1) the need to create a wide variety of adaptations that might allow severely handicapped students at least to participate in many environments and activities from which they have been excluded; 2) the importance of the principle of partial participation; and 3) a rationale for using current and subsequent environment orientations and ecological inventory strategies in curriculum development processes.

Brown, L., Branston, M.B., Hamre-Nietupski, S., Pumpian, I., Certo, N., and Gruenwald, L. *A strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults*. Manuscript submitted for publication, 1978.

This paper is concerned with the curricular content typically presented to severely handicapped adolescents and young adults and offers some alternatives for consideration. It discusses functional skills, natural environments, and chronological age appropriate skills, and delineates a curriculum development strategy for allowing severely handicapped students to participate in direct vocational instruction in natural vocational environments.

Brown, L., Nietupski, J., and Hamre-Nietupski, S. *The criterion of ultimate functioning and public school services for severely handicapped students*. Madison, Wisconsin: University of Wisconsin, n.d.

This paper deals with the positions and assumptions (Part 1) and instructional practices (Part 2) for severely handicapped students. Some of the topics discussed are: the logic of homogeneity, the logic of heterogeneity, degrees of instructional inference, educational service characteristics, criterion of ultimate functioning, relative value of one-to-one instructional arrangements, the use of repeated practice strategies, and toward naturalized curricula and schools with small permeable walls.

Calhoun, M.L., and Hawisher, M.F. *Teaching and learning strategies for physically handicapped students*. Baltimore, Maryland: University Park Press, 1979.

This book is for teachers of children with physical disabilities. The text is designed to help school personnel as they attempt to develop thoughtful, well researched guidelines for establishing new programs and improving existing ones. In the book, the practical issues of setting up a classroom program, finding appropriate assessment technieques, developing teaching materials, and working with other professionals are discussed within the framework of the current research on the educational needs of the physically handicapped population.

Canfield, J., and Wells, H.C. *One hundred ways to enhance self-concept in the classroom: A handbook for teachers and parents*. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

Canfield and Wells provide many specific suggestions which instructors could adapt to suit their own situations. Topics covered include "my strengths," "who am I," and "where am I going?" Specific activities under "where am I going?" include "making your wants known," "guidelines for goal setting," and "five years ahead: resume."

Center for Vocational Education. Determine needs and interests of students. Columbus, Ohio: Center for Vocational Education, 1977.

This work is one module of a series of 100 performance based teacher education learning packages focusing upon specific professional competencies of vocational teachers. Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specific competency. The materials are designed for use by individuals or groups of teachers-in-training working with the assistance of teacher educators acting as resource persons. The module on determining the needs and interests of students is designed to familiarize the user with the variety of techniques available to determine students' needs and interests, and give the user an opportunity to practice using them.

Center for Vocational Education. Provide instruction for slower and more capable learners. Columbus, Ohio: Center for Vocational Education, 1977.

The Center for Vocational Education, in its "professional teacher education module" series has provided a unit on the instruction of slower and more capable learners. The module attempts to develop the teachers' skills in both the development of lesson plans and the techniques of instruction suitable to slower and more capable learners.

Charles, C.M. Individualizing instruction. St. Louis: C.V. Mosby Co., 1976.

This text provides a thorough and detailed analysis of factors involved in the process of individualizing instruction. Topics covered include: self concept, enhancing the self, cognitive styles, individualized instruction, diagnostic-prescriptive teaching, modularized instruction, commercial programs, and mainstreaming.

Coffey, D., and Ellien, V. Work adjustment curriculum development project: A summary. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979.

This Research and Training Center monograph outlines and attempts to summarize a one-year research effort completed by a group of leaders and workers in rehabilitation. It describes the preliminary preparations, early analyses, resulting discussions and dialogue of a diverse group of practitioners, students, leaders and scholars concerned with providing adjustment services for disabled people. The overall goal of the project was to continue to advance the development of training curriculum for the work adjustment specialist. The monograph reflects project activities defining the role and function of the adjustment specialist, curriculum development and conference efforts at integration of information into final results and recommendations.

Department of Human Resources and Division for Exceptional Children, Department of Public Instruction. Planning guide on secondary programs for the educable mentally handicapped. Raleigh, North Carolina: Department of Public Instruction, 1976.

Designed as a planning guide for administrators, this source is useful for others. The guide includes a curricula selection criteria to test for: utility, maximum return, difficulty, survival and appropriateness.

DeWitt, F.B. Tear off the label: The older student and SLD. Academic Therapy, 1977, 13, 69-77.

DeWitt discusses her Special Academic Development Program for the specific learning-disabled student including: implementing a special academic development program, identification, pre-enrollment student conference, scheduling, grouping, location of classes, equipment, accountability, teacher selection and responsibilities and curriculum modifications.

Forbes, R. Life stress. Garden City, New York: Doubleday and Co., Inc., 1979.

This book attempts to explain how stress can be positively managed. It examines the stress-prone personality and identifies a variety of stress related issues (i.e., stress and everyday life, stress and work, stress and the sexes, stress seekers). The book includes probing questions which help pinpoint sources of personal stress. In addition it offers a variety of suggestions for managing excess stress and the understress of boredom.

Forman, K., and Schafer, W. Stress, distress and growth: A student manual. Davis, California: Responsible Action, 1978.

The purpose of this manual is to assist the reader apply the ideas presented in the companion book, Stress, distress and growth, by Walt Schafer. This manual includes exercises so that by actively discussing, writing about or role-playing, the reader is better able to understand the concepts discussed in the book. These exercises are active ones, some for classroom use, others for outside the classroom.

Fraser, L., Genda, R., McKeever, R., and Richardson, D. The vocational educator's guide to competency-based personalized instruction. Minneapolis, Minnesota: Project H.O.P.E., 1976.

This work is a resource manual intended to assist vocational educators in developing and implementing a competency-based curriculum using a personalized approach. Major sections are: planning, curriculum development, implementation, and evaluation.

Fredman, M., and Rosenmon, R.H. Type A behavior and your heart. New York: Fawcett Crest, 1974.

This book identifies the association between emotional distress and heart disease. Emotional distress, which the authors have labeled Type A behavior, is characterized by: excessive competitive drive, aggression, impatience and a chronic sense of time urgency. The book provides an overview which examines the physiology of the heart, identifies socio-psychological causes of Type A behavior and suggestive guidelines for behavior modifications.

Fromkin, H.L., and Sherwood, J.J. (Eds.). Intergroup and minority relations: An experimental handbook. La Jolla, California: University Associates Inc., 1976.

This book is intended to assist persons in working effectively with groups of "different" people. It reports some creative efforts and procedures to help members of different groups expand their perspective of themselves and of other persons. While the book focuses on Afro-American groups, its contents can be easily modified to improve relations between people and groups who are different from one another in terms of age, race, sex, occupation, and the roles and norms associated with these generic catagories.

Gearheart, B.R., and Weishahn, M.W. The handicapped child in the regular classroom. Saint Louis: The C.V. Mosby Company, 1976.

Authors discuss the background and present condition of education for the handicapped. Then they discuss strategies for educating students with specific handicaps: hearing, vision, health impairments, speech problems, learning disabled and mentally handicapped and troubled students.

Godla, L. Program changes to accommodate handicapped students. American Vocational Journal, 1978, 53, 29-32.

Godla describes the process involved in mainstreaming handicapped students into the Fairfax County building trades program. The author stresses the need to rewrite program goals and objectives in terms of individual student capabilities, break down occupations into tasks that handicapped students can handle and train those students for job groups where those tasks are performed. Above all, Godla insists, occupational training for the handicapped must duplicate actual working conditions as closely as possible.

Gold, M.W. *Try another way*. Urbana-Champaign: University of Illinois, 1975.

Gold redefines retardation as "a level of functioning which requires from society significantly above average training procedures and superior assets in adaptive behavior, manifested throughout life," and explains his process for providing such training for the severely and profoundly retarded.

Grilley, K., and Vanderheiden, G.C. (Eds.). *Non-vocal communication techniques and aids for the severely physically handicapped*. Baltimore, Maryland: University Park Press, 1977.

This publication is based on transcriptions of the 1975 Trace Center National Workshop series on Non-Vocal Communication Techniques and Aides. The problems addressed in this workshop are faced, at the grass roots level, by teachers, clinicians and parents trying to develop effective strategies for enhancing communicative skills of non-vocal physically handicapped children. The publication identifies communication aids and techniques, and evaluates their application to handicapped individuals.

Gross, B. *Teaching under pressure*. Santa Monica, California: Goodyear Publishing Company, Inc., 1979.

This book has been written and edited to help teachers survive--to make difficult choices and find new ways to teach under pressure. It provides a review of current educational research so that teachers can reassure parents and administrators that what they are doing is educationally sound. Included are concrete examples of how this research translates into practical advice.

Grubb, F. *Basic business: A teacher's guide to an employment orientation course for special needs students*. New Brunswick, New Jersey: Rutgers State University, 1976.

This teacher's manual is one of six designed for the employment orientation program for special needs students at Glouchester County Vocational-Technical School in Sewell, New Jersey. This guide contains 33 lessons on basic business. The other books in the series cover lessons in: laundry, hospitality, serving, food and beauty culture.

Grubb, F. Beauty culture: A teacher's guide to an employment orientation course for special needs students. New Brunswick, New Jersey: Rutgers State University, 1976.

This teacher's manual contains 36 lessons on beauty culture, plus objectives of the unit, references, charts and audiovisual aids.

Hadley School For The Blind. Student information bulletin, Winnetka, Illinois, Hadley School for the Blind, n.d.

This publication includes a general bulletin of correspondence courses offered by Hadley School for the Blind. The free school allows visually handicapped students to actively participate in educational programs from their homes. The school's correspondence format is based on a one-to-one tutorial system. The school utilizes every available media of instruction including letters, cassettes, reel-to-reel tapes, braille, and the telephone.

Heal, S. Your checking account. Edwardsville, Illinois: Vocational Project for Handicapped and Disadvantaged Students, Edwardsville Community Unit District #7, n.d.

This learning packet is designed for special needs students who need sufficient practice in the operation of a checking account.

Horn, F.M., and Barsness, A.O. Instruction materials for use with educable mentally retarded students enrolled in home economics classes. Stevens Point, Wisconsin: University of Wisconsin, 1975.

These materials in child development, personal development, clothing and textiles, consumer education, and foods and nutrition are intended for use with educable mentally handicapped students who are mainstreamed into home economics classes. The authors have included teaching guidelines, instructional materials and a 68-page annotaged bibliography.

Hull, M., et. al. Procedures for teaching vocational concepts to special needs students. College Station, Texas: Texas A and M University, 1976.

This report describes the development and examination of an instructional paradigm and instructional materials for teaching vocational and prevocational curriculum-based concepts to special needs students. Several models for teaching concepts are described.

Humphreys, H. Bicycle repair course of instruction. Philadelphia: Pennsylvania School for the Deaf, 1975.

This is the final report of an occupational training program in bicycle repair for the multiply-handicapped deaf student. The curriculum was developed from a survey of local bicycle repair shops.

Indiana Department of Public Instruction. Learning for everyday living. Indianapolis, Indiana: Division of Adult and Community Education, Indiana Department of Public Instruction, 1978.

This guide will be helpful to Adult Basic Education directors, teachers, paraprofessionals and volunteers who are working in the local programs. It is designed to provide the reader with suggested teaching/learning activities and resources for helping adult learners develop the basic skills and knowledge they need for coping with their daily lives. The material is grouped into 5 areas: 1) consumer economics; 2) occupational knowledge; 3) health; 4) community resources; and 5) government and law.

Jacks, K.B., and Keller, M.E. A humanistic approach to the adolescent with learning disabilities: An educational, psychological and vocational model. Adolescence, 1978, 13, 59-68.

This work describes the "whole person educational program for adolescents with learning disabilities at Adams High School, New York. The educational program includes curricula in: building maintenance and horticulture, photography, geriatrics, video, consumer service, office work, teacher's aide and commercial art. The program includes a peer counseling program to promote a "creative helping environment."

Kessman, W.A. Automobile maintenance: Reading and language activities. New Brunswick, New Jersey: Rutgers State University, 1976.

This book is designed to cover the basic skills needed for special needs students in a vocational program in automobile maintenance. Lessons are designed to build students' vocabulary skills.

Kraemer, D.G. Driver education for the handicapped. Menomonie, Wisconsin: University of Wisconsin-Stout, 1976.

This manual presents a step-by-step approach for teaching a handicapped student to drive a car. Text also includes a sample final report form, research concerning the handicapped and training, characteristics of the educable mentally retarded, a medical terms glossary, and a list

of commercial sources of devices, controls and modifications for the handicapped.

Lubeck, A. Custodial training manual (2nd ed.). Salt Lake City, Utah: Salt Lake City Board of Education, 1978.

This manual is part of the series of Columbus Community Center Skill Training Manuals. The manuals cover a cluster of short term training programs designed to prepare individuals with the requisite work and social skills for competitive employment.

Mager, R.F. Developing attitude toward learning. Belmont, California: Fearon Publishers, 1968.

The author presents methods to establish and evaluate behavioral objectives which indicate positive student attitudes toward subject matter areas.

Mager, R.F. Goal analysis. Belmont, California: Fearon Publishers, 1972.

In this work, Mager presents a procedure useful in helping a person describe the meaning of the goals he or she hopes to achieve. The author covers the following topics: "why to do it," "how to do it," and "variations and consequences."

Mager, R.F., and Beach, K.J., Jr. Developing vocational instruction. Belmont, California: Fearon Publishers, Inc., 1968.

The authors describe the steps involved in systematically preparing instruction in vocational education. They include consideration of job descriptions, task analysis, the target population, course objectives and prerequisites, types of performance, selection of instructional procedures, sequencing instructional units, evaluation, and improving course efficiency and effectiveness.

Mager, R.F., and Pipe, P. Analyzing performance problems. Belmont, California: Fearon Publishers, 1970.

This book describes each of a series of questions an educator could ask when faced with a student's performance problem, and offers a quick-reference checklist to help the user determine what type of solution is most likely to work. The issues covered include performance problems, skill deficiencies, and motivation problems.

Martin, M.J. Learning to type with one hand. *Journal of Business Education*, 1974, *49*, 305.

The author outlines stages she went through in learning to type with one hand. Martin uses a new approach rather than adapting the traditional method of typing.

Martin, R., and Lauridsen, G. *Developing student discipline and motivation*. Champaign, Illinois: Research Press, 1974.

This is a handbook intended to help instructors improve discipline and motivation. It suggests approaches to observing your own classroom behavior, analyzing the classroom environment, planning for change, using reinforcers, and determining how well attempted strategies worked.

Mauser, A.J., and Guerrieo, C.A. A curriculum model for LD students. *Academic Therapy*, 1977, *13*, 63-68.

The authors present an educational model for life roles. Materials for a mathematics course were selected for their usefulness after graduation and understandability by average-ability and below average-ability students. Areas covered included mathematics for consumer, worker, private person and citizen.

Michigan State Board of Education. *Ideas for activities*. Lansing, Michigan: Michigan Department of Education, 1976.

This document has been designed especially for teachers of secondary level special education students. All the ideas, in most cases, have been written and implemented by teachers, and have been broken into 4 areas: 1) self awareness and assessment; 2) career awareness and exploration; 3) career decision making; and 4) career planning and placement. Utility of these ideas will be a function of the creativeness and desire of the person using them.

Miele, N., and Smith S. *Keys: Keys to educating your students*. Novato, California: Academic Therapy Publications, 1979.

This handbook outlines an intermediate high school level program designed to promote cooperation between students, teachers and parents; identify different learning styles; emphasize skill development and develop self awareness. Teaching techniques are stressed.

Miller, E.E. *Designing printed instructional materials: Content and format.* Alexandria, Virginia: Human Resources Research Organization, 1975.

This work describes a methodology for constructing printed instructional materials. The method focuses on task cues, job sequence, and procedural guidance. Topics covered include: structure and the learning process, development of materials, pictures and packaging, and editing.

Milligan, L. (Ed.). *Handbook for staff with hearing impaired students.* St. Paul, Minnesota: St. Paul Technical Vocational Institute, Program for Deaf Students, 1979.

This manual is designed for the regular vocational education teacher who has a deaf or hard-of-hearing student in his or her classroom. It contains information about hearing impaired persons to be used prior to the students' arrival. Topics covered include interpreting, the history of sign language, and hints for interaction with hearing impaired students. A short bibliography is also included.

Moss, J.R., and Skelton, L. *Developing self-concept for exceptional learners: A handbook.* Tulsa, Oklahoma: Partners in Publishing, 1976.

In preparing this work, the authors reviewed material relating to self-concept which was published between 1965 and 1975. Topics covered include: a) general educational implications for self concept theory; b) school achievement and self-concept; c) pupil ability grouping by intellectual functioning and the relationship to self concept; d) the effect of grading and promotion practices on the self concept; e) failure and its relationship to self-concept; f) reward, recognition, and positive reinforcement in relationship to self concept.

National Federation of the Blind. *Handbook for blind college students.* Washington, D.C.: National Federation of the Blind-Student Division, (Fourth Edition), 1977.

This publication is intended to serve as a guide to the use of various library, rehabilitation, and other services available throughout the country to blind students. In preparing their text, a serious attempt was made to avoid duplicating information available to blind students from both public and private agencies. Much of the material in the text consists of recommendations and suggestions on matters relating to college education.

Oklahoma Child Service Demonstration Center. *Alternative paths to learning.* Cushing, Oklahoma: Child Service Demonstration Center, 1978.

This manual contains resource material to supplement workshops and training sessions for students in grades 7-12 who have learning disabilities. Also included are a description of learning disabilities, classroom intervention techniques, and a list of ways to say "you're doing O.K.".

Olszowy, D.R. Horticulture for the disabled and disadvantaged. Springfield, Illinois: Charles C. Thomas, 1978.

This book is a guide with suggestions and procedures for initiating and conducting a horticulture program for the disabled and the disadvantaged. Olszowy emphasizes the rehabilitation value of a well-defined horticulture program.

Parsky, L.M. Mathematics for citizenship. Johnstown, Pennsylvania: Mafex Associates, 1967.

This textbook is designed to use with educable mentally handicapped students at the high school level. It covers basics about using a checking account, a payroll time card, telling time, counting money, and measuring.

Parsky, L.M. Mathematics for citizenship: Teacher's edition. Johnstown, Pennsylvania: Mafex Associates, 1967.

This is the companion teacher's edition to Parsky's Mathematics for Citizenship textbook.

Parsky, L.M. Mathematics for family living. Johnstown, Pennsylvania: Mafex Associates, 1967.

This book for the educable mentally handicapped includes complete lessons on opening and using savings and charge accounts.

Parsky, L.M. Mathematics for family living: Teacher's edition. Johnstown, Pennsylvania: Mafex Associates, 1967.

This teacher's edition is a companion to the Family Living textbook.

Parsky, L.M. Mathematics for the worker. Johnstown, Pennsylvania: Mafex Associates, 1969.

Included in this textbook for mentally retarded high school students are lessons about working in a gas station and a carry-out restaurant and managing money. There is also a review section covering several topics presented in other books in this series.

Parsky, L.M. Mathematics for employment (2 parts). Johnstown, Pennsylvania: Mafex Associates, 1970.

In this book Parsky covers the basic arithmetical skills needed by mentally retarded workers to gain and retain employment in several different areas.

Parsky, L.M. Mathematics for everyday living (Rev. ed.). Johnstown, Pennsylvania: Mafex Associates, 1970.

This book in Parsky's Mathematics series includes lessons in computing sales tax, working in a restaurant, using a savings account, using a checking account, using a payroll time card, figuring out the total cost and figuring out a sales slip.

Parsky, L.M. Mathematics for everyday living: Teacher's edition (Rev. ed.). Johnstown, Pennsylvania: Mafex Associates, 1970.

This is Parsky's teacher's edition for his mathematics text for everyday living.

Parsky, L.M. Mathematics for banking. Johnstown, Pennsylvania: Mafex Associates, 1974.

This book is part of a series of Mathematics textbooks and teachers' editions for mentally handicapped students. Parsky emphasizes the fact that these students learn arithematical concepts from concrete experiences. This book discusses the basics of using banking services and includes information about keeping an accurate checkbook and applying for loans and mortgages. Text can be used in regular classrooms where students can pursue topics in greater depth.

Parsky, L.M. Mathematics for banking: Teacher's edition. Johnstown, Pennsylvania: Mafex Associates, 1974.

This is the companion teacher's edition to the Banking textbook for mentally retarded students. This book contains extra assignments and examples that the teacher can use to enrich or modify lessons in the students' textbooks.

Pfeiffer, J.W., and Jones, J.E. (Eds.). A handbook of structured experiences for human relations training. La Jolla, California: University Associates, Volume I, 1974.

This handbook is written by practitioners for practitioners. The structured experiences that appear in this book fall into 3 major categories: 1) unadapted "classic" experiences; 2) highly adapted experiences; and 3) innovated experiences. The purpose of this handbook is to share training materials the editors have found to be viable in training designs for facilitators of human relations.

Rashall, B., and Mirch, S. Physically limited student handbook. Cupertino, California: De Anza College, 1977.

This college handbook was designed as a supplement for the physically limited student. It contains information about the location of ramps and elevators, accessible restroom facilities and telephones, as well as procedures to obtain handicapped student parking permits. Maps are presented to help students travel on campus by the most convenient route. Information is also supplied about special assistance to handicapped students.

Scelfo, J.L., and Micali, J. Vocation program for the trainable mentally retarded student. Education, 1978, 98, 460-461.

This program includes three phases: evaluation, simulated work activities and work training activities. This program provides the trainable mentally retarded student with the transition from school into an actual working situation.

Schafer, W. Stress, distress and growth. Davis, California: Responsible Action, 1978.

This book is intended to assist people of all ages in handling stress and in making it work for them rather than against them. It is designed especially for classroom use in both high school and college. The author has tried to translate the technical language of research on stress into understandable guidelines for stress management which can be applied to the reader's everyday experience. A few basic concepts are focused on and then applied to many specific situations spanning the entire life-cycle. A student handbook, co-authored with Keith Forman, is also available for use in conjunction with this book.

Selye, H. Stress without distress. New York: American Library, Inc., 1974.

This book examines the stress concept from a biological perspective and identifies its implication within modern society. The book emphasizes the importance of understanding stress as a national mechanism of adaptation which calls for a corresponding philosophy of life. The relationship between stress and career orientation is a pervasive theme in the analysis. The author forwards the suggestion that the way to avoid harmful stress is to select a work environment which reflects innate individual performance and thereby enhances the development of self respect.

Simonson, L.R. A curriculum model for individuals with severe learning and behavior disorders. Baltimore, Maryland: University Park Press, 1979.

The chapters of this book discuss the components of a curriculum model designed at Benhauer, a community/school for autistic and brain damaged persons and developed in response to the need for a meaningful and effective curriculum. The curriculum development grew out of the teaching experience itself as well as prominent learning theories and teaching approaches. The book is useful to anyone involved in vocational training and behavior management of individuals with severe learning and behavior disorders.

Southern California Consortium for Community College Television. Guidelines: An instructional television handbook. Los Angeles, California: Southern California Consortium for Community College Television, 1978.

This publication explores the concept of instructional television and provides working examples demonstrating the implementation of television media for educational purposes. It is emphasized that instructional television is an important and justifiable form of higher education which may appeal to a variety of non-traditional student clienteles.

State of Minnesota, Department of Education. Guidelines for driver education and traffic safety. St. Paul, Minnesota: Department of Education, 1970.

State driver education manual includes a section for teaching handicapped students, including mentally retarded and emotionally disturbed students and those who are visually impaired, physically or other health impaired, or hearing impaired.

Strayhorn, J.M., Jr. Talking it out: A guide to effective communication and problem solving. Champaign, Illinois: Research Press Company, 1977.

The communication training discussed in this book is intended to cover many areas of human relating. The book is written for people interested in ways of solving interpersonal problems and conflicts: married couples, people at work, mental health professionals and their clients, people who interact with other people. Some real-life exercises are included.

Strebel, M.B. Adaptations and techniques for the disabled homemaker. Minneapolis, Minnesota: Sister Kenny Institute, 1978.

This manual is a compilation of the many adaptive techniques and equipment available to the disabled homemaker. Though written primarily for the wheelchair bound, hemiplegic, visually handicapped or individuals with muscular weaknesses or incoordination, many of the principles of homemaking included in this book are applicable to all homemakers.

Texas Area Learning Resource Center. Tips for teachers in programming for learners with problems: Secondary level. Austin, Texas: Texas Education Agency, 1977.

These tips include general and specific plans for assessing students' abilities, then modifying reading, language, and math lessons. Lists of numerous resources are included at the end of the work.

Vanderheiden, G.C. (Ed.). Non-vocal communication resource book. Baltimore, Maryland: University Park Press, 1978.

This resource book is intended to be used as a reference by those people interested and involved in the field of augmentative communication techniques and aids for non-vocal individuals. It identifies commercial and experimental communicative aids including boards, charts, writing aids, headsticks and dampers. The packet also includes a selective bibliography on non-vocal communication techniques and aids.

Wachholz, S. Filing: Book I - Vocational vocabulary development in occupational areas for hearing impaired persons. Wausau, Wisconsin: North Central Technical Institute, 1975.

These materials, consisting of Super-10 film loops and a coordinated workbook, are designed to increase the vocational terminology of the hearing impaired student. Topics covered include: file cabinets, records management, filing rules, correspondence, types of files and filing systems, and records control.

Warren, F. Themes and issues-role of the consumer in planning and delivering services. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, University of North Carolina, 1976.

The purpose of this article is to describe some roles for consumers in planning and delivering services and to identify issues related to those roles. Consumers, whether they are disabled people or advocates for the disabled, have the right and the obligation to play a leading role in the planning and delivery of services that affect their lives.

Washburn, W. Vocational mainstreaming. Novato, California: Academic Therapy Publications, 1979.

This manual has been developed to assist teachers in the business of helping the learning disabled and all other special needs students to become productive, self-supporting citizens. Two important concepts in education are advocated in this book: 1) learning should be individualized and 2) learning should be practical. Several educational strategies found useful in realizing these ideals are discussed. Topics considered include: 1) the philosophy of mainstreaming, 2) interpretation of legal mandates, 3) staff and parent training, 4) guidelines for mainstream placement of learning disabled students and 6) forming "a prognosis for success."

Wehman, P., and Revell, W.G. Vocational curriculum for developmentally disabled persons. Baltimore: University Park Press, 1980.

Topics covered in this book include: 1) vocational programming: state of the art; 2) development and implementation of a sheltered workshop program; 3) toward competitive employment for developmentally disabled individuals; and 4) vocational evaluation. It also includes appendices listing core skill subdomains in the areas of fine motor skills, domestic skills, food service, home study, horticulture, janitorial, and office/clerical.

Welch, W.W., and Willson, V.L. An evaluation of alternative systems for implementing curriculum change. Journal of Research in Science Teaching, 1977, 14, 223-230.

The authors compare the success of five implementation strategies funded by the National Science foundation to improve science curricula and instruction in public schools. They evaluated the success of the projects on the basis of judges' ratings, cost, usage, and teacher satisfaction.

Willoughby, D. (Ed.). Your school includes a blind student. Baltimore, Maryland: National Federation of the Blind, n.d.

This booklet is designed as an aid to mainstream instructors having blind pupils in their classrooms. One purpose of the paper is to assure the teacher that, with proper placement and arrangements, the blind student will not require a disproportionate amount of his or her time, and can be expected to be well adjusted and independent. A further purpose of the booklet is to provide suggestions regarding how the necessary arrangements (including the teaching of specific blind techniques by someone other than the busy classroom teacher) can be provided.

Winschel, J.F., and Ensher, G.L. Educability revisited: Curricular implications for the mentally retarded. *Education and Training of the Mentally Retarded*, 1978, *13*, 131-138.

The authors discuss the deficiencies of typical curricular approaches to the education of the retarded and propose instruction more clearly focused on fundamental cognitive abilities and related learning strategies. They argue that EMR students need intensive instruction in learning skills more than they need to learn all the facts included in the regular class curriculum.

Wiseman, D.E., and Hartwell, L.K. *Parallel alternate curriculum: A planning model for secondary level instructors*. Tempe, Arizona: Arizona State University, Department of Special Education, n.d.

The Parallel Alternate Curriculum is a mainstreaming approach that will benefit both learning disabled and other low achieving students in secondary school content classes. The alternative curriculum permits teachers of students who are non-readers or poor readers to substitute or supplement their reading requirements with a variety of other communication vehicles (tape recordings, talking books, videotapes, lectures, etc.) to allow the student the opportunity to participate and effectively comprehend secondary level content material without being subject to a "watered down" curriculum.

Witucki, J., Roeder, M., and Behrandt, B. *Nursing assistant: Book I - Vocational vocabulary development in occupational areas for hearing impaired persons*. Wausau, Wisconsin: North Central Technical Institute, 1976.

These materials, consisting of Super-8 film loops and a coordinated workbook, are designed to increase the vocational terminology of the hearing impaired student so that the vocabulary can be used by the student for study, classroom experiences and future employment.

Woolfolk, R.L., and Richardson, F.C. *Stress, sanity and survival*. New York New Omencon Library, Inc., 1979.

This book offers concrete help in dealing with the problem of stress. The analysis attempts to provide immediate answers for those who wish to cope more effectively with life in our complex and fast changing society. This is done through the description of a comprehensive array of coping strategies including compromise, issue control and establishment of trust and cooperative norms of conduct. The coping strategies identified herein are particularly useful for readers interested in positive work adjustment.

section 6

handicapping conditions

Alley, G.R. Grouping secondary learning-disabled students. Academic Therapy, 1977, 13, 37-45.

Alley discusses modifying lessons in listening, mathematics, writing and spelling. The author also stresses the planning needed in individualizing this instruction for secondary students.

Anderson, L.E. (Ed.). Vocational kit: Steps in vocational readiness for adolescents and adults with the hidden handicap. Los Angeles: California Association for Neurologically Handicapped Children, 1976.

Assembled in this simple folder format are a variety of materials for persons especially interested in working with the learning disabled. Most of the articles in this kit have been written by dedicated teachers, action-oriented parents, therapists and counselors and the articles have been broken down into 5 areas: 1) remediation/any age; 2) employment information; 3) tips for young adults; 4) parents can help; and 5) survival academics and vocational education.

Bader, B.W. Social perception and learning disabilities. Des Moines, Iowa: Moon Lithographing and Engraving, 1975.

The intent of this book is to bring to the foreground the critical area of social perception and to provoke thinking and concern among the professionals and parents in the learning disability field.

Bogdan, R., and Biklen, D. Handicapism. Social Policy, 1977, 7 (5), 14-19.

The authors compare society's treatment of handicapped persons with that of non-whites and women, and argue that the constructs "prejudice," "stereotype," and "discrimination" are useful in understanding the experiences of the disabled. They hope that the concept of handicapism can facilitate research that will help reveal and erradicate injustice suffered by disabled individuals.

Bowe, F. Handicapping America: Barriers to disabled people. New York: Harper and Row, 1978.

The author brings to the reader's attention the actions and inaction of American society which unnecessarily and unfairly handicap disabled people. He describes the barriers faced by disabled individuals, and comments on the apparent indifference to the handicapped exemplified by the construction of buildings and transportation systems which are impossible for disabled persons to use.

Brolin, D.E. *Vocational preparation of retarded citizens*. Columbus, Ohio: Charles E. Merril Publishing Co., 1976.

Brolin's book is intended to assist all persons concerned with and engaged in providing educational and vocational services for mentally retarded persons. The author intends to conceptualize and delineate practices which can effectively prepare moderately and mildly mentally retarded individuals vocationally. Brolin feels that these practices could also be applied to slow learners and other disabled persons. Included are techniques of vocational counseling, clinical assessment, work evaluation, work adjustment, job tryouts and vocational training.

Calhoun, G., Jr. Hyperactive emotionally disturbed and hyperkinetic learning disabilities: A challenge for the regular classroom. *Adolescence*, 1978, *13*, 335-338.

This article reviews mainstreaming and definitions of EMR, ED and LD. It stresses signs and treatment of hyperactive children in regular classrooms.

Campbell, P.B. *The definition and prevalence of learning disabilities*. Kansas City, Missouri: Paper presented at the ACLD Annual Conference, 1978.

The study discussed in this paper was designed and implemented to provide further information on the question of whether or not there is a link between adjudicated delinquency and learning disabilities. The study builds upon the review of research on this issue.

Center for Vocational Education. *Provide instruction for slower and more capable learners*. Columbus, Ohio: Center for Vocational Education, 1977.

The Center for Vocational Education, in its "professional teacher education module" series has provided a unit on the instruction of slower and more capable learners. The module attempts to develop the teachers skills in both the development of lesson plans and the techniques of instruction suitable to slower and more capable learners.

Clark, G.M. Mainstreaming for the secondary educable mentally retarded: Is it defensible? *Focus on Exceptional Children*, 1975, *7* (2), 1-5.

Clark questions mainstreaming as the *only* program option for secondary EMR students for six reasons: 1) no evidence exists that a new, untried approach is appropriate; 2) the curriculum focus at the secondary level is not congruous with the needs of retarded adolescents; 3) the basic assumptions of secondary special education do not indicate that regular track placement is appropriate; 4) career education concepts are not adequately established in secondary schools; 5) support personnel for vocational education teachers are not available; and 6) inflexible secondary school policies and goals do not contribute to mainstreamed EMR students' success.

Dahl, H.G., Horsman, K.R., and Arkell, R.N. Simulation of exceptionalities for elementary school students. Psychological Reports, 1978, 42, 573-574.

The authors investigated the effectiveness of four simulation experiences in modifying fifth-grade students' attitudes toward their handicapped peers. Only one experience, that of maneuvering a wheelchair, significantly improved their attitudes.

Decker, R.J., and Decker, L.A. Mainstreaming the LD child: A cautionary note. Academic Therapy, 1977, 12, 353-356.

The authors question mainstreaming for learning disabled students on the following grounds: 1) the LD student's needs may be too varied and complex for regular programs to adapt to them; 2) it is doubtful that all LD students could be helped in the mainstream; 3) teachers may be poorly equipped to teach LD students because of a lack of materials, training or motivation; 4) the requirements of a large class and an LD student may be too great to meet the needs of both; 5) many LD students need very small classes; and 6) the mainstream may not be an ideal place for the normal child, let alone the LD student.

Department of Human Resources and Division for Exceptional Children, Department of Public Instruction. Planning guide on secondary programs for the educable mentally handicapped. Raleigh, North Carolina: Department of Public Instruction, 1976.

Designed as a planning guide for administrators, this source is useful for others. The guide includes a curricula selection criteria to test for: utility, maximum return, difficulty, survival and appropriateness.

DeWitt, F.B. Our educational challenge: Specific learning-disabled adolescents. San Rafael, California: Academic Therapy Publications, 1977.

This book summarizes over 20 years of the author's direct work with disabled learners. It is not within the scope of this book to spell out with specificity the steps and techniques which the teacher might use, but rather to rationalize theory, organize the program and systematize general approaches which will lead to individualization of educational opportunity.

DeWitt, F.B. Tear off the label: The older student and SLD. *Academic Therapy*, 1977, *13*, 69-77.

DeWitt discusses her Special Academic Development Program for the specific learning-disabled student including: implementing a special academic development program, identification, pre-enrollment student conference, scheduling, grouping, location of classes, equipment, accountability, teacher selection and responsibilities and curriculum modifications.

Emerton, R.G., and Rothman, G. Attitudes toward deafness: Hearing students at a hearing and deaf college. *American Annals of the Deaf*, 1978, *123*, 588-593.

The authors found that pre-tested attitudes held by entering hearing students were generally positive toward deaf people. After six months on campus, there was a downward trend in effect. No differences in attitudes were accounted for by proximity in dormitory residence or by known student background variables.

Gardner, W.I. *Learning and behavior characteristics of exceptional children and youth: A humanistic behavioral approach*. Boston: Allyn & Bacon, 1977.

This work presents a step-by-step approach to the behavioral analysis and remediation of learning problems in students who are handicapped. Methodology employed is buttressed by the findings of empirical research wherever possible.

Gearheart, B.R., and Weishahn, M.W. *The handicapped child in the regular classroom*. Saint Louis: The C.V. Mosby Company, 1976.

Authors discuss the background and present condition of education for the handicapped. Then they discuss strategies for educating students with specific handicaps: hearing, vision, health impairments, speech problems, learning disabled and mentally handicapped and troubled students.

Genensky, S.M., et. al. *Visual environmental adaptation problems of the partially sighted - final report*. Santa Monica, California: Santa Monica Hospital Medical Center, 1979.

This report documents the results of a three-year study sponsored by the Rehabilitation Services Administration (R.S.A.) of the U.S. Department of Health, Education, and Welfare (DHEW) entitled "Some Important Visual Environmental Adaption Problems (VEAD) of the Partially Sighted." The study was conducted with three major purposes in mind: 1) to collect a mass of detailed information on a sample population of partially sighted individuals; 2) to study the ways in which particular people cope with their visual environmental adaptation problems so as to furnish useful suggestions for others partially sighted people; and 3) when the data should warrant to make recommendations to the partially sighted, the health professions, training institutions and government agencies.

Gold, M.W. *Try another way*. Urbana-Champaign: University of Illinois, 1975.

Gold redefines retardation as "a level of functioning which requires from society significantly above average training procedures and superior assets in adaptive behavior, manifested throughout life," and explains his process for providing such training for the severely and profoundly retarded.

Gold, M.W. Vocational training. In J. Wortis (Ed.), *Mental retardation and developmental disabilities: An annual review* (Vol. 7). Urbana-Champaign: University of Illinois, Children's Research Center, 1975.

In discussing vocational training and success ratios of mentally retarded workers, the author emphasized the need to build vocational competence in individuals as well as eliminating deviant behavior patterns. He advocates a shift of emphasis away from testing and prediction, and toward current training technology in order to build and improve worker competence and acceptance.

Gordon, A. Thinking with restricted language: A personal construct investigation of pre-lingually profound deaf apprentices. *British Journal of Psychology*, 1977, *68*, 253-255.

Gordon's work with trade school apprentices shows that these deaf apprentices' view of people in their immediate orbit is more complex than might be thought.

Hanninen, K.A. Teaching the visually handicapped. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

This book is of particular value to college students preparing to be teachers in the elementary and secondary schools and is also useful for teachers, school administrators, counselors and special education personnel. Stress has been placed on specific instructional methods and materials which have proven useful with visually handicapped children who have been integrated with their normally seeing peers. Conventional terminology is used throughout and the educational practices described are those which are presently popular.

Haring, N.G., and Bateman, B. Teaching the learning disabled child. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1977.

The authors discuss characteristics of learning disabled students and various learning techniques. Specific classroom and curricula modifications are discussed.

Henson, F.O., and Fairchild, T.N. Mainstreaming children with learning disabilities. Hingham, Massachusetts: Teaching Resource Corporation, 1977.

This book is designed to correct the misconceptions and stereotypes involved in educating the child who is learning disabled, with the goal of improving the teacher's understanding of the exceptional child's uniqueness. Numerous practical suggestions are offered to help the teacher work more effectively with the learning disabled child in the "mainstream" of the regular classroom.

Jacks, K.B., and Keller, M.E. A humanistic approach to the adolescent with learning disabilities: An educational, psychological and vocational model. Adolescence, 1978, 13, 59-68.

This work describes the "whole person educational program for adolescents with learning disabilities at Adams High School, New York. The educational program includes curricula in: building maintenance, horticulture, photography, geriatrics, video, consumer service, office work, teacher's aide and commerical art. The program includes a peer counseling program to promote a "creative helping environment."

Keilitz, I., Zaremba, B., and Broder, P.K. The link between learning disabilities and juvenile delinquency: Some issues and answers. Williamsburg, Virginia: National Center for State Courts, 1979.

Early results of a large-scale field experiment investigating the link between learning disabilities and juvenile delinquency are discussed. An alternative to the "school failure" and "susceptibility" hypothesis concerning the relationship between learning disabilities and juvenile delinquency is proposed to accommodate the finding that learning-disabled adolescents do not seem to engage in different types of delinquent acts from their peers without learning disabilities.

Kropf, C.A. (Ed.). Blindness, visual impairment, deaf-blindness: Semi-annual listing of current literature. Philadelphia: Temple University Press, 1978.

This bibliography of current articles and other professional literature in the field updates a book published (with the same title) by Temple University Press. There are 204 entries in this volume.

Lazar, A.L., and Gaines, L. Mental retardation and the affective domain. Long Beach, California: California State University and Colleges, 1976.

This is a collection of papers presented at the 1976 Conference of AAMD. The papers portray various aspects concerning the growing interest in the affective domain and attitudes of the retarded and toward them by significant persons in their lives.

Lazar, A.L., Orpet, R., and Demos, G. The impact of class instruction on changing student attitudes. Rehabilitation Counseling Bulletin, September, 1976, 66-68.

The authors structured a three-hour period of instruction utilizing a lecture, readings, and discussion format which was successful in improving 20 college graduate students' attitudes toward handicapped persons, as measured by the Attitudes Toward Disabled Persons test, Form O.

Lerner, J.W., Evans, M.A., and Meyers, G. LD programs at the secondary level: A survey. Academic Therapy, 1977, 13, 7-19.

The authors surveyed secondary learning disabilities specialists in the Chicago and Denver areas to determine the basic philosophy utilized in teaching. The respondents believed that remediation of deficit learning processes and teaching basic academic skills using special education materials were their highest priority activities. The fewest number of teachers believed it was most important to emphasize pre-vocational and vocational skills.

Lloyd, J., Epstein, M.H., and Cullinan, D. Direct teaching for learning disabilities. DeKalb, Illinois: Northern Illinois University, Department of Learning and Development, 1979.

This is a Project ExCEL Working Paper comparing project versus non-project self-contained classrooms for children identified as learning disabled. An applied behavior analysis/direct instruction approach to academic remediation was the model adopted by Project ExCEL for application to pupils with learning disabilities. An extensive bibliography is included.

Luke, R.A. Welcome to the quiet life. Washington, D.C.: Center for Continuing Education, Gallaudet College, 1974.

This manual attempts to offer the basic orientation teachers need in working with deaf adults: an understanding of the problems of deafness and advice on the use of interpreters in the classroom. Emphasis is placed on adult education with the goal being to promote the effective teaching of the adult who is also deaf.

Macer, R.A. Final report proceedings: Sensitizing vocational educators to effective instructional strategies to serve special needs persons. Cleveland, Ohio: Cleveland State University and the Ohio Department of Education, 1977.

The purpose of this project and subsequent report was to address the problems the vocational educator may confront serving handicapped populations and specifically the educable mentally retarded (EMR) student. The problems were addressed through a series of workshops designed to train, develop, and educate a projected 400 Vocational Education teachers to be cognizant of the handicapped person's abilities, conversely from emphasizing disabilities; and assisting the teacher develop effective teaching techniques and strategies to the benefit of the handicapped person.

McNeal, B. Springboards for writing. Novato, California: Academic Therapy Publications, 1979.

This book represents an attempt to overcome the writing deficiences of the learning disabled adolescent by emphasizing meaningful, non-technical oral reading and discussion of both the material presented and the material that the students write. It entails a sequenced program in written expression featuring daily student writing and discussion directed toward 3 basic concepts: what is a sentence, what is an effective sentence, and how are sentences organized into larger units.

Mulhern, T., and Bullard, K. In order to pass as mentally retarded: Behavioral features associated with mental retardation. *Mental Retardation*, 1978, *16*, 171-173.

This study examines responses of mental health professionals and a lay group to an assignment to list observable characteristics of the mentally retarded. The professionals cited publicly observable behavioral characteristics of this group more frequently than did the lay group.

Murphy, R. *Why minority individuals with developmental disabilities drop out of the service system.* Madison, Wisconsin: Wisconsin Council on Developmental Disabilities, 1978.

The purpose of this study is to investigate why minority group members with developmental disabilities drop out of the service delivery system. A review of the literature regarding the drop out issue is included, as well as a comprehensive survey of minority individuals (Blacks, Native Americans, Hispanics, and Asians) diagnosed as having one or more of the developmental disabilities (cerebral palsy, mental retardation, epilepsy and autism) for the State of Wisconsin.

Osguthorpe, R.T., Whitehead, B.D., and Bishop, M. Training and managing paraprofessionals as tutors and notetakers for mainstreamed deaf students. *American Annals of the Deaf*, 1978, *23*, 563-571.

This article outlines a program to train tutors and notetakers for deaf classmates. Osguthorpe, et. al., discuss several systems of support services. Such systems can be successful if the paraprofessionals are properly trained and supervised.

Parham, J.D., Rude, C., and Bernanke, P. *Individualized program planning with developmentally disabled persons* (Rev. ed.). Lubbock, Texas: Texas Technical University, 1977.

This text includes examples of planning individualized programs and presents a step-by-step approach. The authors discuss barriers, objectives, strategies and solutions.

Parsky, L.M. *Mathematics for citizenship: Teacher's edition*. Johnstown, Pennsylvania: Mafex Associates, 1967.

This is the companion teacher's edition to Parsky's *Mathematics for Citizenship* textbook.

Parsky, L.M. *Mathematics for family living: Teacher's edition*. Johnstown, Pennsylvania: Mafex Associates, 1967.

This teacher's edition is a companion to the *Family Living* textbook.

Parsky, L.M. *Mathematics for everyday living: Teacher's edition* (Rev. ed.). Johnstown, Pennsylvania: Mafex Associates, 1970.

This is Parksy's teacher's edition for his mathematics text for everyday living.

Parsky, L.M. *Mathematics for banking: Teacher's edition*. Johnstown, Pennsylvania: Mafex Associates, 1974.

This is the companion teacher's edition to the Banking textbook for mentally retarded students. This book contains extra assignments and examples that the teacher can use to enrich or modify lessons in the students' textbooks.

Perlman, L.G. *The person with epilepsy: Lifestyle, needs, expectations*. Chicago: National Epilepsy League, 1977.

This project is a 1976 needs assessment survey of National Epilepsy League clients. The survey defines epilepsy, determines how successfully people with epilepsy cope, and shows how people with epilepsy believe money should be spent to assure better lives.

President's Committee on Employment of the Handicapped, Committee on Youth Development. *People...just like you*. Washington, D.C.: President's Committee on Employment of the Handicapped, n.d.

This book is an activity guide designed to help teachers help children learn about handicaps and handicapped people. It is divided into six sections, and it is recommended that class sessions be scheduled over a period of six to ten weeks. Goals, materials, preparation, and activity suggestions are divided into K-2, 3-5, 6-8, and 9-12 grade categories.

Psych, M.V., and Chalfont, J.C. *The learning disabilities manual: Recommended procedures and practices*. Springfield, Illinois: Illinois Office of Education, n.d.

The purpose of this manual is to assist regular and special education administrators, diagnosticians, and teachers in identifying and serving learning disabled students more effectively. This manual describes recommended procedures and practices for: 1) identifying high risk children and conducting comprehensive care study evaluations; 2) developing educational program alternatives; 3) measuring the progress of learning disabled students and evaluating program effectiveness; and 4) planning and conducting inservice training.

Rashall, R., and Mirch, S. Physically limited student handbook. Cupertino, California: De Anza College, 1977.

This college handbook was designed as a supplement for the physically limited student. It contains information about the location of ramps and elevators, accessible restroom facilities and telephones, as well as procedures to obtain handicapped student parking permits. Maps are presented to help students travel on campus by the most convenient route. Information is also supplied about special assistance to handicapped students.

San Diego City Schools. Project open door. San Diego, California: San Diego City Schools, 1977.

The primary emphasis of Project Open Door was prevocational adjustment and career exploration for individuals classified as EMR. Specifically, the project was designed to increase the opportunities for participation of EMR students in prevocational/vocational education in a planned sequential and systematic process.

Scelfo, J.L., and Micali, J. Vocation program for the trainable mentally retarded student. Education, 1978, 98, 460-461.

This program includes three phases: evaluation, simulated work activities and work training activities. This program provides the trainable mentally retarded student with the transition from school into an actual working situation

Segal, S.P. Attitudes toward the mentally ill: A review. Social Work, 1978, 23, 211-217.

The authors review the literature regarding attitudes toward the mentally ill and recommend: 1) educational efforts to induce positive changes in attitude; 2) the development of programs that place formal mental patients in more normal roles; 3) the development of a broad educational program on the interpersonal nature of mental illness, especially on the role of the environment in causing and mental illness; 4) that community resource personnel, such as the operators of family care homes, function as community educators; and 5) that research be funded to determine the link between attitudes and behavior toward the mentally ill.

Siperstein, G.N., Bak, J.J., and Gottlieb, J. Effects of group discussion on children's attitudes toward handicapped peers. Journal of Educational Research, 1977, 70 (3), 131-134.

The authors found that children react more positively to a competent, normal-appearing child than to an incompetent, abnormal-appearing child; and further, that participation in a leaderless small group discussion worsens children's attitudes toward the abnormal-appearing child, while those toward the normal-appearing child remain the same.

Texas Area Learning Resource Center. Tips for teachers in programming for learners with problems: Secondary level. Austin, Texas: Texas Education Agency, 1977.

These tips include general and specific plans for assessing students' abilities, then modifying reading, language, and math lessons. Lists of numerous resources are included at the end of the work.

Trippi, J., Michael, R., Colao, A., and Alvarez, A. Housing discrimination toward mentally retarded persons. Exceptional Children, 1978, 44, 430-433.

The authors telephoned 100 persons with apartments for rent, first as a "normal" prospect, then one-half hour later, as a representative of a young retarded man who had completed a rehabilitation training program. The first caller asked a series of questions about the apartment, and then indicated he was not interested in it . Of the 100 subjects surveyed, only one person was willing to pursue the matter; 52 subjects stated that the apartment was no longer available, and the other 47 made their facility seem unattractive in some way (e.g. by quoting a higher rent or indicating it had been promised to the earlier caller).

Turner, R.J. Jobs and schizophrenia. Social Policy, 1977, 8, 32-40.

This article reviews recent work in the field and past studies on work records and schizophrenia. Turner concludes that work performance needs to be evaluated independently from clinical study.

Wachholz, S. Filing: Book I - Vocational vocabulary development in occupational areas for hearing impaired persons. Wausau, Wisconsin: North Central Technical Institute, 1975.

These materials, consisting of Super-10 film loops and a coordinated workbook, are designed to increase the vocational terminology of the hearing impaired student. Topics covered include: file cabinets, records management, filing rules, correspondence, types of files and filing systems, and records control.

Warren, F. Themes and issues-role of the consumer in planning and delivering services. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, University of North California, 1976.

The purpose of this article is to describe some roles of consumers in planning and delivering services and to identify issues related to those roles. Consumers, whether they are disabled people or advocates for the disabled, have the right and the obligation to play a leading role in the planning and delivery of services that affect their lives.

Wehman, P., and Revell, W.G. Vocational curriculum for developmentally disabled persons. Baltimore: University Park Press, 1980.

Topics covered in this book include: 1) vocational programming--state of the art; 2) development and implementation of a sheltered workshop program; 3) toward competitive employment for developmentally disabled individuals; and 4) vocational evaluation. It also includes appendices listing core skill subdomains in the areas of fine motor skills, domestic skills, food service, home study, horticulture, janitorial, and office/clerical.

Weinberg, L.K. Unique learning needs of physically handicapped social work students. Journal of Education for Social Work, 1978, 14, 110-117.

Weinberg discusses the importance of examining traditional classroom teaching procedures when teaching handicapped social work students. She also discusses the role of agency placements in developing a student's relationship with the change agent, client, target and action systems.

Weiss, H.G., and Weiss, M.S. A survival manual: Case studies and suggestions for the learning disabled teenager. Great Barrington, Massachusetts: Treehouse, 1974.

This book provides a guide to aid those who would direct the learning disabled adolescent from a self-defeating plight to an emerging sense of self-respect. The authors prescribe a variety of methods for diagnosing a problem and give specific remediation and strategies for administrators, psychologists, guidance counselors, teachers and parents.

Whorton, J.E., and Algozzine, R.F. A comparison of intellectual, achievement, and adaptive behavior levels for students who are mildly retarded. *Mental Retardation*, 1978, *16*, 320-321.

The authors discuss the identification process and placement procedures of the mentally retarded in educational programming. Their work shows that correlations between intellectual level and achievement level were not significant.

Winschel, J.F., and Ensher, G.L. Educability revisited: Curricular implications for the mentally retarded. *Education and Training of the Mentally Retarded*, 1978, *13*, 131-138.

The authors discuss the deficiencies of typical curricular approaches to the education of the retarded and propose instruction more clearly focused on fundamental cognitive abilities and related learning strategies. They argue that EMR students need intensive instruction in learning skills more than they need to learn all the facts included in the regular class curriculum.

Wiseman, D.E., and Hartwell, L.K. *Arizona child service demonstration center in secondary school age learning disabilities*. Tempe, Arizona: Arizona State University, Department of Special Education, 1978.

This project was conceptualized to provide model programs to serve learning disabled secondary school aged students in Arizona. Six components were selected to be developed and integrated into the existing program: 1) testing and educational evaluation; 2) remediation; 3) a parallel alternative curriculum; 4) personnel training; 5) parent education and training; and 6) prevention

Witucki, J., Roeder, M., and Behrandt, B. *Nursing assistant: Book I - Vocational vocabulary development in occupational areas for hearing impaired persons*. Wausau, Wisconsin: North Central Technical Institute, 1976.

These materials, consisting of Super-8 film loops and a coordinated workbook, are designed to increase the vocational terminology of the hearing impaired student so that the vocabulary can be used by the student for study, classroom experiences and future employment.

Wright, G., and Trotter, A. (Eds.), *Rehabilitation research*. Madison, Wisconsin: University of Wisconsin, 1968.

This book contains articles which report research on various aspects of the rehabilitation process as it applies to various disabilities.

Yuker, H.E., Block, J.R., and Younng, J.H. The measurement of attitudes toward disabled persons. Albertson, New York: Human Resources Center, 1970.

This monograph reports the efforts of the staff at Human Resources Center to develop a scale measuring attitudinal and motivational factors directed toward the handicapped. Included are a literature review, the ATDP (Attitudes Toward Disabled Persons), and a look at demographic, personality, attitudinal, experiential and behavioral correlates of attitudes toward disabled persons.

Yahraes, H., and Prestwich, S. Detection and prevention of learning disorders. Rockville, Maryland: National Institute of Mental Health, 1976.

This government manual discusses the basic causes of learning disabilities and a clinical approach to detection and prevention. Yahraes also discusses experimental approaches to prediction and prevention.

best copy available

section 7

individualized education

Brown, L., Falvey, M., Vincent, L., Kaye, N., Johnson, F., Ferrara-Parrish, P., and Gruenewald, L. Strategies for generating comprehensive, longitudinal and chronological age appropriate individual educational plans for adolescent and young adult severely handicapped students. Madison, Wisconsin: University of Wisconsin, 1979.

A 6 phase process for developing IEP's for individual severely handicapped students is presented. It is intended that this 6 phase process be considered in attempts to generate individualized interpretations of many of the concepts contained in P.L. 94-142. It is intended that progression through the phases will result in closer approximations of chronological age appropriate IEP's than if only components provided by P.L. 94-142 are considered.

Center for Vocational Education. Individualize instruction. Columbus, Ohio: Center for Vocational Education, 1977.

The Center for Vocational Education has developed an instructional module for vocational teachers which covers the major skills needed to individualize instruction successfully. The authors also compile useful information such as a list of some of the most commonly used learning techniques in individualized instruction.

Charles, C.M. Individualizing instruction. St. Louis: C.V. Mosby Co., 1976.

This text provides a thorough and detailed analysis of factors involved in the process of individualizing instruction. Topics covered include: self concept, enhancing the self, cognitive styles, individualized instruction, diagnostic-prescriptive teaching, modularized instruction, commercial programs, and mainstreaming.

Fraser, L., Genda, R., McKeever, R., and Richardson, D. The vocational educator's guide to competency-based personalized instruction. Minneapolis, Minnesota: Project H.O.P.E., 1976.

This work is a resource manual intended to assist vocational educators in developing and implementing a competency-based curriculum using a personalized approach. Major sections are: planning, curriculum development, implementation, and evaluation.

Lynn, J.J., Woltz, D., and Brush, W. The individual education program manual. Hollister, California: Argonaut Publications, 1977.

The first section of this manual gives a detailed description of the Individual Education Program (IEP), the law which relates to it and its requirements, those persons who implement the IEP, and an example of an individualized program. The second part of the manual covers more specific guidelines for working through an IEP.

Parham, J.D., Rude, C., and Bernanke, P. How to implement and maintain an individual program planning system (Rev. ed.). Lubbock, Texas: Texas Tech. University, Research and Training Center in Mental Retardation, 1977.

This work is a training package which consists of an administrator's manual, trainee workbook, and two videotapes. The videotapes are recordings of two clients, and are part of the "hands on" activities contained in the training package. The package is designed for training all staff members of an agency in individual program planning. It also contains guidelines for implementing the agency-wide use of individual program plans.

Parham, J.D., Rude, C., and Bernanke, P. Individualized program planning with developmentally disabled persons (Rev. ed.). Lubbock, Texas: Texas Tech. University, 1977.

This text includes examples of planning individualized programs and presents a step-by-step approach. The authors discuss barriers, objectives, strategies and solutions.

Rocco, P.L. Individual prescriptive education: An approach to provide special need vocational students with success leading toward employability. Fort Collins, Colorado: Colorado State University, Department of Vocational Education, 1978.

Rocco developed a revised version of a 1973 manual entitled How To Implement Individual Prescriptive Education. The revised manual explains one method which can be used by teachers, counselors and administrators to provide services for vocational students with special needs. As Rocco describes it, Individual Prescriptive Education (IPE) attempts to deal positively with vocational students who are different. It is an open-ended approach that gives vocational educators a variety of ways to deal with individual differences.

Sankovsky, R. Training needs: An analysis of a statewide survey of vocational educators in Alabama who work with disadvantaged and handicapped students. Auburn, Alabama: Auburn University, Vocational and Adult Education Center, 1977.

The author surveyed and analyzed the responses of 500 vocational teachers in Alabama. He identified commonalities in the teachers' statements, which he categorized into 9 cluster training areas: 1) the art and science of teaching special needs; 2) development and use of special materials and curricula; 3) developing interpersonal skills; 4) teaching reading skills; 5) information on special resource material; 6) training in motivational technology; 7) using experienced teachers as trainers (a process need); 8) development and use of individualized instructional materials; and 9) teaching math skills.

section 8

inservice training

Abbas, E.K., and Sitlington, P.L. (Eds.). *Issues in the preparation of personnel for the vocational programming of special needs students: Synopses of selected materials*. Urbana-Champaign, Illinois: University of Illinois, 1976.

Prepared for the 1976 National Workshop on Vocational Education for Special Needs Students, this work contains summaries of important articles on issues and trends in vocational and special education, selected programs for special needs students, issues in the area of competency-based teacher education, and existing university-level personnel preparation programs.

Albright, L., and Clark, G.M. (Eds.). *Preparing vocational and special needs personnel to work with special needs students: A teacher education resource guide*. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1977.

This is a comprehensive presentation of information and resources that could be very helpful to anyone involved in preparing vocational educators or other staff to serve handicapped students. The text provides guidelines and strategies, examples of university-based personnel preparation programs, instructional resources, and information on cooperative planning at the teacher educator level and local education agency level.

Albright, L., Nichols, C., and Pinchak, J. *Identification of professional competencies necessary for teachers of disadvantaged and handicapped youth* (Final Report, Project No. 74122). Kent, Ohio: Kent State University, Department of Vocational Education, August, 1975.

This report summarizes research findings designed to determine what competencies are needed by vocational teachers to work with special needs students. The researchers had survey respondents rank 112 competencies in order of importance. These competencies could be grouped into the following categories: program management, curriculum, classroom management, coordination, and remediation.

Anderson, L.E. (Ed.). *Vocational kit: Steps in vocational readiness for adolescents and adults with the hidden handicap*. Los Angeles, California: California Association for Neurologically Handicapped Children, 1976.

Assembled in this simple folder format are a variety of materials for persons especially interested in working with the learning disabled. Most of the articles in this kit have been written by dedicated teachers, action-oriented parents, therapists and counselors and the articles have been broken down into 5 areas: 1) remediation/any age;

2) employment information; 3) tips for young adults; 4) parents can help; and 5) survival academics and vocational education.

Bader, B.W. Social perception and learning disabilities. Des Moines, Iowa: Moon Lithographing and Engraving, 1975.

The intent of this book is to bring to the foreground the critical area of social perception and to provoke thinking and concern among the professionals and parents in the learning disability field.

Bakeman, M. A blueprint for trainers. Minneapolis: Minneapolis Rehabilitation Center, 1972.

This trainer's manual covers many practical aspects of inservice training. They include: stating training objectives, leading discussions, using role play exercises, and using audiovisual aids. The work also notes common pitfalls of training sessions and ways to avoid them.

Braun, K., Albright, L., and Evans, R. Improving education and employment opportunities for the handicapped: Expanding the commitment of vocational and special education. A report on the National Workshop on Special Needs Vocational Teacher Education, October 26-28, 1976. Urbana-Champaign: University of Illinois, Bureau of Educational Research, 1977.

This report describes a national workshop designed to improve the educational and employment opportunities for handicapped and disadvantaged persons. The purpose of the workshop was to provide a setting for teams from 15 universities to develop specific plans for the creation or expansion of programs of teacher preparation, inservice training, and joint efforts by special educators and vocational educators to provide free appropriate public education for handicapped students.

Brolin, D.E., McKay, K.J., and West, L.L. Trainers' guide to life centered career education. Reston, Virginia: The Council for Exceptional Children, 1978.

The Trainers' Guide is intended for use by the school district personnel responsible for preparing, conducting, and monitoring inservice workshops and subsequent career education programs implemented in the schools. There are 5 sections: 1) introduction, which provides a total overview; 2) personnel responsibilities; 3) career education planning; 4) evaluation procedures; and 5) workshop guidelines. Special focus is on mental retardation.

Center for Vocational Education. Determine needs and interests of students. Columbus, Ohio: Center for Vocational Education, 1977.

This work is one module of a series of 100 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers. Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specific competency. The materials are designed for use by individuals or groups of teachers-in-training working with the assistance of teacher educators acting as resource persons. The module on determining the needs and interests of students is designed to familiarize the user with the variety of techniques available to determine students' needs and interests, and give the user an opportunity to practice using them.

Center for Vocational Education. Individualize instruction. Columbus, Ohio: Center for Vocational Education, 1977.

The Center for Vocational Education has developed an instructional module for vocational teachers which covers the major skills needed to individualize instruction successfully. The authors also compile useful information such as a list of some of the most commonly used learning techniques in individualized instruction.

Center for Vocational Education. Provide instruction for slower and more capable learners. Columbus, Ohio: Center for Vocational Education, 1977.

The Center for Vocational Education, in its "professional teacher education module" series has provided a unit on the instruction of slower and more capable learners. The module attempts to develop teachers' skills in both the development of lesson plans and the techniques of instruction suitable to slower and more capable learners.

Clelland, R. A survey of personnel preparation in physical education and recreation for the handicapped (The Consumer's Guide Service; Volume VI). Albuquerque, New Mexico: University of New Mexico, 19--.

This study will enable those individuals developing new training programs in Physical Education and Recreation to extract program development information and provide an extensive personnel resource network that is an invaluable tool in program design and implementation. These efforts should aid greatly in improving the quality of life of all the nation's handicapped children.

Cook, I.D. *A feasibility study of the need for graduate programs in vocational education for the handicapped.* Institute, West Virginia: West Virginia College of Graduate Studies, 1978.

This study identifies the competencies needed by vocational or special educators to work effectively with handicapped children and evaluates graduate teacher training programs in this field. Cook has included several descriptions of graduate courses in vocational education for the handicapped.

Davis, L.N., and McCallon, E. *Planning, conducting and evaluating workshops: A practitioner's guide to adult education.* Austria, Texas: Learning Concepts, 1974.

The authors present a practical guide to the planning and implementation of training workshops. The planning section covers needs assessment, specification of learning objectives, selection of resources, design of learning activities, budgeting, completion of arrangements, and referral. The section on conducting the workshop covers setting up, establishing the learning climate, agreeing on objectives, directing learning activities and "closing shop."

Dean, B., and Dean, M. *Communication and conference skills handbook.* Hope Hull, Alabama: Link Educational Laboratories, 1975.

This handbook presents the specifics of conducting a conference. Included are suggestions on how to: a) analyze your prospective audience and determine your purpose; b) research the topic and limit the subject; c) organize your subject and outline your message; d) determine your strategy and tactics; e) plan and produce your visual aids; and f) present your message. The authors also provide specific suggestions on preparing for the conference, conducting it, and evaluating its effectiveness.

Edwards, J. *Vocational careers training model.* Portland, Oregon: Special Education Department, Portland State University, 1978.

This is a training manual for those working with moderately and severely handicapped adolescents and adults. Procedures presented are for dealing with volunteers, behavior management skill training, assessment of data, and record keeping of training efforts. The behavioral technology of task analysis has been employed along with the systematic application of prescriptive programming. The writing and delivery of these programs are the major emphasis of this manual.

Hamilton, D.L. *Professional inservice improvement guide* (Final Report). Westerville, Ohio: School Management Institute, 1977.

Hamilton provides a guide which is intended to help state education agencies improve their professional development programs. He presents a ten-step approach for program improvement: 1) make preliminary preparations; 2) establish agency goals; 3) assess agency needs; 4) estimate agency resources; 5) set agency priorities; 6) establish unit resource allocations; 7) develop unit inservice plans; 8) establish agency inservice budget; 9) conduct inservice programs; and 10) evaluate inservice programs.

Hanninen, K.A. *Teaching the visually handicapped*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

This book is of particular value to college students preparing to be teachers in the elementary and secondary schools and is also useful for teachers, school administrators, counselors and special education personnel. Stress has been placed on specific instructional methods and materials which have proven useful with visually handicapped children who have been integrated with their normally seeing peers. Conventional terminology is used throughout and the educational practices described are those which are presently popular.

Hull, M., and Halloran, W. *Professional development program for vocational educators of handicapped students*. (Final Report No. 5-0125). Montpelier, Vermont: State Department of Education, 1974.

Hull and Halloran developed a program intended to prepare vocational educators to serve handicapped students. Their work included a suggested curriculum for pre-service preparation of instructors and a list of competencies needed by vocational educators working with handicapped students. The authors grouped these competencies into the following categories: designing instruction, directing purposeful instruction, developing instructional materials, evaluating instruction, providing student guidance, conducting research, managing the classroom, commitment to the educational profession, and maintaining community relations.

Johnson, C.M. *Expanding work options for exceptional students: A self instructional manual*. Reston, Virginia: The Council for Exceptional Children, 1979.

This is a self instructional manual on teaching career education and awareness to handicapped students. It includes model lesson plans and suggestions on adapting these for students with various handicapping conditions.

Kingsbury, D. *Teacher-coordinator ranked competencies in the area of special vocational needs*. Paper presented at the American Vocational Association Convention, Houston, Texas, December, 1976.

The study reported in this paper attempted to define the role of the vocational teacher-coordinator who is responsible for special needs students. The study was also intended to provide material which could serve as a guide to the development or revision of preservice and inservice teacher education programs.

Krantz, G., and Weatherman, R. *Competency ratings: Coordinators of special needs in Minnesota*. St. Paul: University of Minnesota, Department of Administration, 1976.

This work portrays the results of research to determine the competencies required of professionals who serve as coordinators of programs to serve special needs students at the postsecondary level.

Macer, R.A. *Final report proceedings: Sensitizing vocational educators to effective instructional strategies to serve special needs persons*. Cleveland, Ohio: Cleveland State University and The Ohio Department of Education, 1977.

The purpose of this project and subsequent report was to address the problems the vocational educator may confront serving handicapped populations and specifically the educable mentally retarded (EMR) student. The problems were addressed through a series of workshops designed to train, develop, and educate a projected 400 Vocational Education teachers to be cognizant of the handicapped person's abilities, instead of emphasizing disabilities. The workshops also focused on helping the teachers develop effective teaching techniques and strategies to the benefit of the handicapped person.

Macer, R.A., and Buffer, J.J. (Ed.). *Dimensions of vocational education to serve special needs persons*. Cleveland, Ohio: Cleveland State University and The Ohio Department of Education, 197-.

The information in this handbook directs itself to the critical issues in implementing vocational education programs for the handicapped. The goal of the report is to stimulate teacher interest, generate discussion among colleagues, and encourage further professional study. Supervisors, administrators, and teacher educators may wish to use the handbook as part of pre-and inservice workshops to help expand services for handicapped persons. Also, the guide should provide vocational educators with an introduction to an awareness of the unique needs and educational characteristics of persons with special needs.

Mandell, C.J., and Strain, P.S. Analysis of factors related to the attitudes of regular classroom teachers toward mainstreaming mildly handicapped children. *Contemporary Educational Psychology*, 1978, *3*, 154-162.

The authors developed a model of factors which might be associated with the attitudes of regular class teachers toward mainstreaming mildly handicapped children. They found the following variables to be significant predictors of a positive attitude toward mainstreaming: team teaching, years of teaching experience (negative correlation), course in diagnosing learning and behavior problems; availability of resource teacher, previous special education teaching experience, number of courses taken in special education, 25-27 students in the classroom, and inservice program experience related to exceptional children.

Meers, G.D. *Development and implementation of program models for assisting vocational teachers in dealing with the educationally disadvantaged, handicapped, and minorities*. (Final Report, Project No. 498AH50069). Lincoln, Nebraska: University of Nebraska-Lincoln, June, 1977.

This report details the development and testing of a transportable model for the provision of inservice training to vocational educators who desire to learn more about teaching students with special needs. The model is embodied in a two-day workshop format. The report also includes a Special Vocational Needs Attitude Scale which was developed to measure the attitudinal changes that occurred during the training.

Meers, G.D. *General competency development*. Unpublished manuscript, University of Nebraska-Lincoln, n.d.

This text presents a list of skills found to be important for a special vocational needs teacher to possess. There are 102 competencies in seven areas: 1) program planning; 2) curriculum development; 3) method of instruction; 4) evaluation; 5) guidance; 6) human relations; and 7) management of learning and behavior.

Michigan Department of Education. *Career education for the handicapped*. Marshall, Michigan: Calhoun Intermediate School District, n.d.

This training manual has been developed to assist in career education training programs. It is divided into 6 sections: 1) introduction; 2) how to set up the training program; 3) career education training modules; 4) resources; 5) transparencies; and 6) handouts.

Michigan Department of Education. *Putting it all together study institute*. Lansing, Michigan: Division of Special Education, Department of Education, 1975.

This is a workbook examining the results of an Information Workshop for teachers of secondary level educable mentally impaired pupils. It presents strategies (methods, techniques, materials, scheduling and programming options) to implement individual student performance objectives.

Peterson, R.L. *Performance/competency-based teaching methods, Minnesota style*. (Report of Region 5 U.S.O.E. Conference). Springfield, Illinois: Professional and Curriculum Development Unit, 1975.

This report lists 29 performance or competency areas which were identified as critical for beginning teachers to possess. These areas formed the basis for the development of 29 individualized instructional modules. The modules utilized audio-tape discussions, reading materials, and videotaped discussions.

Pfeiffer, J.W., and Jones, J.E. (Eds.). *A handbook of structured experiences for human relations training*. La Jolla, California: University Associates, Volume I, 1974.

This handbook is written by practitioners for practitioners. The structured experiences that appear in this book fall into 3 major categories: 1) unadapted "classic" experiences; 2) highly adapted experiences; and 3) innovated experiences. The purpose of this handbook is to share training materials the editors have found to be viable in training designs for facilitators of human relations.

Phelps, L.A. *Competency-based inservice education for secondary school personnel serving special needs students in vocational education: A formative field test evaluation*. Urbana, Illinois: Department of Vocational and Technical Education, University of Illinois, 1976.

The purpose of this study was to conduct a detailed formative evaluation of a series of 7 competency-based inservice modules. These modules were designed for use by currently employed vocational and special educators. The topics included in the module series focused on instructional development and on coordination of services and programming for special needs students in secondary school programs. Included is a review of related literature.

Phelps, L.A. *Instructional development for special needs learners: An inservice resource guide*. Urbana-Champaign, Illinois: University of Illinois, Department of Vocational and Technical Education, 1977.

Phelps has developed a resource guide for use by anyone responsible for the preparation of teachers in skills needed to instruct special needs learners. The resource guide contains a series of seven modules designed to acquaint occupational and special educators with a systematic process for developing instruction for special needs learners. The modules are designed to be used in an inservice setting, and are intended to help practicing teachers, consultants, and work coordinators plan, implement, and evaluate individualized educational programs for special needs learners.

Phelps, L.A., and Clark, G.M. Personnel preparation for vocational programming of special needs students: Some considerations and guidelines. Journal of Career Education, Winter, 1977, 3, (3), 35-51.

The authors contrast vocational education and career education, review personnel roles in vocational programming and examine the competencies needed by vocational teachers to work successfully with handicapped students. They also provide guidelines for the development of personnel preparation programs to train vocational educators to instruct handicapped students.

Schenck, G.R. Job analysis: A self study manual. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, n.d.

This self study manual on job analysis introduces job analysis and its constituent parts. The manual covers the following: a) writing a description of tasks; b) describing worker functions; c) writing a job summary; d) training time, promotion and transfer, and supervision; and e) worker trait ratings and the dictionary of occupational titles.

Tindall, L.W., Gugerty, J.J., and Crowley, C. Modifying regular programs and developing curriculum materials for the vocational education of the handicapped. University of Wisconsin-Madison: Wisconsin Vocational Studies Center, 1978.

This publication contains a description of the modification process model developed by staff of the Modification Project at the Wisconsin Vocational Studies Center. The report also contains participant evaluations of inservice sessions designed to help vocational educators work more effectively with handicapped students.

Wentling, T.L., Peak, L.M., Jensen, T.A., and Russo, R.P. Resource directory for teacher education in vocational special needs. Minneapolis: University of Minnesota, 1978.

This book is a directory of written materials in the area of vocational education for special needs students. It provides a network for sharing some of the many materials that exist for educators, agency personnel and other persons interested in serving handicapped students in vocational programs.

West Virginia College of Graduate Studies, Department of Special Education; West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education; Division of Special Education and Student Support Systems. Expanding options for handicapped persons receiving vocational education. Montgomery, West Virginia: West Virginia Training Institute, June, 1976.

This guideline is intended to stimulate change in vocational education for students at the secondary level who have special educational needs. It is addressed to administrators, teachers, counselors, parents, university personnel, funding agencies and others who are responsible for planning and implementing vocational education for secondary special needs students at the national, State, and local levels. The guideline contains four sections: operational issues, student issues, training issues, and work issues.

section 9

least restrictive alternative

Brown, L., Branston, M.B., Baumgart, D., Vincent, L., Falvey, M., and Schroeder, J. Utilizing the characteristics of a variety of current and subsequent least restrictive environments as factors in the development of curricular content for severely handicapped students. AAESPH Review, 1979.

This paper is designed to address several critical issues that pertain to the development of longitudinal curricular content for use with severely handicapped students. Emphasis is on: 1) the need to create a wide variety of adaptations that might allow severely handicapped students at least to participate in many environments and activities from which they have been excluded; 2) the importance of the principle of partial participation; and 3) a rationale for using current and subsequent environment orientations and ecological inventory strategies in curriculum development processes.

Burgdorf, R.L., Jr. The doctrine of the least restrictive alternative. In R.A. Johnson, R.F. Weatherman, and A.M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4 of Leadership series in special education). Minneapolis: University of Minnesota, 1975.

Burgdorf defines the terms and analogs developed for describing the legal doctrine of the least restrictive alternative, including normalization, integration, the cascade system, continuum of educational services and mainstreaming. He contends that the term "mainstreaming" has emerged as the most widely used and perhaps least understood term. To him mainstreaming is the process by which educators provide the least restrictive alternative to handicapped students.

Educational Facilities Laboratory. One out of ten: School planning for the handicapped. New York: Educational Facilities Laboratory, 1975.

School planning ideas for handicapped students are addressed in this publication. The history of the term least restrictive alternative is developed. The authors note that the term least restrictive alternative is not a constitutional term but was derived from a series of Supreme Court cases over a period of years. The authors promote the idea that handicapped children should be placed where they can obtain the best education at the least distance away from mainstream society.

Gilhool, T.K., and Stutman, E.A. Integration of severely handicapped students: Toward criteria for implementing and enforcing the integration imperative of P.L. 94-142 and Section 504. In S. Sarason, D. Geller, and M. Klaber (Eds.), Least restrictive alternatives: Moral, legal administrative dilemmas. New York: Free Press, in press.

The task of this paper is to suggest concrete, operational criteria to measure compliance with the integration imperative of P.L. 94-142 and Section 504. It suggests criteria to ascertain whether compliance is occurring by scrutinizing both: 1) the education of each individual handicapped child; and 2) the structure and performance of a school system, both local school districts (LEA) and state-wide education departments (SEA).

Klein, N.K. Least restrictive alternative: An educational analysis. Education and Training of the Mentally Retarded, 1978, 13, (1), 102-114.

An analysis of the term least restrictive alternative is made by Klein. She based the least restrictive alternative on the principle of normalization. She implies that a high degree of restrictiveness means that students are segregated and that a low degree of restrictiveness means an absence of segregative restrictions. An interactive setting for handicapped students would be the most appropriate for handicapped students and would include social, physical and instructional integration. Status characteristics, teacher roles and the ecological aspects of the classroom would be important.

Tindall, L.W., and Gugerty, J.J. Least restrictive alternative for handicapped students. National Center for Research in Vocational Education, Information Series No. 143. Columbus, Ohio: The Ohio State University, 1979.

Tindall and Gugerty trace the origins of the concept of the least restrictive alternative and apply it to vocational education planning and service delivery strategies.

section 10

legal issues

Biehl, R.G. A guide to the Section 504 self-evaluation for colleges and universities. Washington, D.C.: National Association of College and University Business Officers, 1978.

This publication provides guidelines for colleges and universities to use in fulfilling the self-evaluation requirements under Section 504 of the Rehabilitation Act of 1973. The goal of the self-evaluation process is to make certain that educational programs and activities are available to handicapped students in the most integrated setting appropriate. This self-evaluation guide involves analyzing existing programs and activities to assess the compliance with Section 504. Biehl advocates a common sense approach to Section 504 in ascertaining what individuals may require, if anything,to make certain that their opportunities are equal.

Hedbring, C. Getting it together with P.L. 94-142: A practical guide to IEP development and implementation. Greenwich, New York: Hedbring and Associates, 1977.

In his work, Hedbring focuses on the following tasks: 1) providing practitioners with a system for implementing IEPs with all handicapped learners, however defined; 2) presenting a resource bank of relevant readings, research, materials, and products for use in supplementing and updating teaching skills important to individualized instruction; 3) including samples of all IEP training and implementation forms which may be reproduced for classroom use.

McCarthy, M. Address to National Organization on Legal Problems in Education, New Orleans, December, 1978. Reported in Education of the Handicapped, 1978, 4 (26), 4.

In this address to a National Organization on Legal Problems in Education,McCarthy warned that litigation under P.L. 94-142 could be initiated by nonhandicapped students demanding some of the educational guarantees which are provided to handicapped children under the law. She added that nonhandicapped students may start demanding protection equal to that guaranteed handicapped students under P.L. 94-142. It may also result in nonhandicapped students filing suit on the grounds that he or she has been deprived of education because of misuse of mainstreaming.

O'Donnell, P.A., and Bradfield, R.H. (Eds.). Mainstreaming: Controversy and consensus. San Rafael, California: Academic Therapy Publications, 1976.

Articles by such authors as Barbara Keogh, Maynard Reynolds and others discuss legal, research, and historical aspects of mainstreaming.

Lawyers representing both sides of the California mainstreaming case, in re Larry P., present their thoughts on the issues of testing and special class versus mainstream placements.

Siedor, G. Current litigation affecting occupational education of the handicapped. Green Bay, Wisconsin: Paper presented at the meeting of the Wisconsin Association for Vocational and Adult Education, May 7, 1976.

Siedor in a presentation to the 1976 Wisconsin Association For Vocational and Adult Education Convention reviewed the current litigation affecting the vocational education of handicapped students. He also reviewed historical litigation which preceded the current legislation on educating handicapped people. Cases reviewed by Siedor were the 1954 Supreme Court Case of Brown vs Board of Education, Pennsylvania Association for Retarded Children vs Pennsylvania and Mills vs Board of Education for the District of Columbia. Siedor closed his address with a review of the implications of Section 503 and 504 of the Rehabilitation Act of 1973 for vocational educators.

Special Learning Corporation. Readings in mainstreaming. Guilford, Connecticut: Special Learning Corporation, 1978.

This collection of readings from 1973-1977 includes articles about the philosophy of mainstreaming, legal mandates and implications, special classes vs. mainstreaming, and future trends. This source also contains helpful glossaries of terms related to specific handicaps.

Tindall, L.W. Education for all handicapped persons: A mandate for the new year. American Vocational Journal, 1978, 53 (1), 26-29.

The mandate to educate all handicapped persons is described by Tindall in this article as a "ring of laws" surrounding vocational educators. He shows how the Rehabilitation Act of 1973, The All Handicapped Children Act and the Vocational Amendments of 1976 work together and reinforce each other to develop the mandate to provide access to vocational educators to bring their resources to bear on the problem and provide leadership in preparing handicapped people for employment.

Urban, S.J., and Tsuji, T. (Eds.). The special needs student in vocational education: Selected readings. New York: Arno Press, 1974.

This book offers a collection of articles, most of which were previously published elsewhere. Part I is an overview of issues and trends in special education, and mainly deals with mainstreaming. Part II considers the role of law in providing special needs students with vocational education. The articles in Part III discuss the nature of vocational programs for the handicapped and disadvantaged, and Part IV concerns career education for the special needs student.

section 11

mainstreaming

Abbas, E.K., and Sitlington, P.L. (Eds.). *Issues in the preparation of personnel for the vocational programming of special needs students: Synopses of selected materials*. Urbana-Champaign, Illinois: University of Illinois, 1976.

Prepared for the 1976 National Workshop on Vocational Education for Special Needs Students, this work contains summaries of important articles on issues and trends in vocational and special education, selected programs for special needs students, issues in the area of competency-based teacher education, and existing university-level personnel preparation programs.

Alexander, C., and Strain, P.S. A review of educators' attitudes toward handicapped children and the concept of mainstreaming. *Psychology in the Schools*, 1978, *15*, 390-396.

Alexander and Strain review the literature related to the attitudes of educators toward handicapped children and toward mainstreaming, and present opinionnaire data which suggest that regular class teachers, particularly those with little training or experience in special education, do not favor mainstreaming and view handicapped children as generally less able to benefit from schooling. They note that the literature also supports the belief that inservice or preservice training regarding special needs students improves teachers' attitudes toward mainstreaming.

Anderson, C., Kusek, E., and Stevens, M. *Mainstreaming special education: A handbook of services of the individualized resource program at Forest View High School*. Mount Prospect, Illinois: Township High School District 214, n.d.

The emphasis of this handbook is on the individualized resource (IR) program developed at Forest View High School which provides assistance to students and staff while students are maintained in the mainstream of the high school. The organization, not only of services but of procedures and evaluation, is covered in detail.

Ballard, M., Corman, L., Gottlieb, J., and Kaufman, M.J. Improving the social status of mainstreamed retarded children. *Journal of Educational Psychology*, 1977, *69*, 605-611.

The authors improved the social status of mainstreamed retarded children by providing structured small-group, minimally-academic activities 40 minutes daily for eight weeks. Through the use of a control group they found that not only were their strategies successful, but that other EMR children's social status deteriorated in the absence of systematic intervention.

Chaffin, J.D. Will the real "mainstreaming" program please stand up! (or...should Dunn have done it?). Focus on Exceptional Children, 1974, 6 (5), 1-18.

The author defines mainstreaming, describes the sources of its impetus, and explains four of the more common models for its implementation, including Deno's Cascade of Services, Lilly's Training-Based Model, Gallagher's Contract Model, and Adamson and Van Etten's Fail-Save Model.

Clark, D. Making mainstreaming work: A handbook for vocational administrators. College Station, Texas: Vocational Special Needs Program, College of Education, Texas A and M University, 1979.

This report was developed for vocational education administrators interested in mainstreaming special needs students. The handbook will be helpful in 1) designing and implementing vocational education programs and 2) evaluating the progress of special needs students. The first chapters of the text address initial administrative concerns (including legal requirements and funding). The handbook then proceeds to identify students and appropriate vocational placements through provision of strategies for teaching and coordinating vocational education programs.

Clark, G.M. Mainstreaming for the secondary educable mentally retarded: Is it defensible? Focus on Exceptional Children, 1975, 7 (2), 1-5.

Clark questions mainstreaming as the only program option for secondary EMR students for six reasons: 1) no evidence exists that a new, untried approach is appropriate; 2) the curriculum focus at the secondary level is not congruous with the needs of retarded adolescents; 3) the basic assumptions of secondary special education do not indicate that regular track placement is appropriate; 4) career education concepts are not adequately established in secondary schools; 5) support personnel for vocational education teachers are not available; and 6) inflexible secondary school policies and goals do not contribute to mainstreamed EMR students' success.

Cross, A.A. (Ed.). Vocational instruction. Arlington, Virginia: The American Vocational Association, Inc., 1980.

This is the most recent yearbook of The American Vocational Association. Though it was written first and foremost for teachers, the book contains much information of value to other professionals with an interest in designing and delivery of top-quality education to vocational students. The contributions of vocational administrators, Supervisors, guidance counselors, media specialists and teacher educators to a lively and productive learning environment are discussed in detail.

Decker, R.J., and Decker, L.A. Mainstreaming the LD child: A cautionary note. *Academic Therapy*, 1977, *12*, 353-356.

The authors question mainstreaming for learning disabled students on the following grounds: 1) the LD student's needs may be too varied and complex for regular programs to adapt to them; 2) it is doubtful that all LD students could be helped in the mainstream; 3) teachers may be poorly equipped to teach LD students because of lack of materials, training or motivation; 4) the requirements of a large class and an LD student may be too great to meet the needs of both; 5) many LD students need very small classes; and 6) the mainstream may not be an ideal place for the normal child, let alone the LD student.

Dunn, L.M. Special education for the mildly retarded--Is much of it justifiable? *Exceptional Children*, 1968, *35*, 5-22. Reprinted in S.J. Urban and T. Tsuju (Eds.), *The special needs student in vocational education: Selected readings*. New York: Arno Press, 1974.

This article is often credited as the main influence in reversing the trend toward self-contained special classes. Dunn cites four arguments for integrating socioculturally deprived children with mild learning problems who have been labeled EMR into the regular classroom: 1) such students learn better in heterogenious groupings; 2) studies show EMR students make as much or more progress in regular as special classes; 3) diagnostic practices concentrate on finding out "what's wrong" with and labeling children, and 4) regular school programs are now better able to deal with individual differences.

Fullerton Union High School District. *Project integrate: Work experience for the handicapped*. Fullerton, California: Fullerton Union High School District, Vocational Education Department, 1977.

These materials and forms were developed especially for the Fullerton Union High School District. They were designed to prepare special education students for the world of work. A Special Education Work Experience Kit is used to help teachers effectively prepare handicapped students for employment and their resulting success on-the-job.

Gallagher, J.J. The special education contract for mildly handicapped children. *Exceptional Children*, 1972, *38*, 527-535.

The author examines the controversy over labeling students, and suggest that children will be hurt by either decision. He proposes a special education contract which would specify the objectives and a time limit for special education services, to be signed by parents and teachers of the handicapped student, and renewable only by a quasi-legal hearing.

Gearheart, B.R., and Weishahn, M.W. The handicapped child in the regular classroom. Saint Louis: The C.V. Mosby Company, 1976.

Authors discuss the background and present condition of education for the handicapped. Then they discuss strategies for educating students with specific handicaps: hearing, vision, health impairments, speech problems, learning disabled and mentally handicapped and troubled students.

Gilhool, T.K., and Stutman, E.A. Integration of severely handicapped students: Toward criteria for implementing and enforcing the integration imperative of P.L. 94-142 and Section 504. In S. Sarason, D. Geller, and M. Klaber (Eds.), Least restrictive alternatives: Moral, legal administrative dilemmas. New York: Free Press, in press.

The task of this paper is to suggest concrete, operational criteria to measure compliance with the integration imperative of P.L. 94-142 and Section 504. It suggests criteria to ascertain whether compliance is occurring by scrutinizing both: 1) the education of each individual handicapped child; and 2) the structure and performance of a school system, both local school districts (LEA) and state-wide education departments (SEA).

Henson, F.O., and Fairchild, T.N. Mainstreaming children with learning disabilities. Hingham, Massachusetts: Teaching Resource Corporation, 1977.

This book is designed to correct the misconceptions and stereotypes involved in educating the child who is learning disabled, with the goal of improving the teacher's understanding of the exceptional child's uniqueness. Numerous practical suggestions are offered to help the teacher work more effectively with the learning disabled child in the "mainstream" of the regular classroom.

Hughes, J.H. Mainstreaming the handicapped in preparatory occupational education programs in North Carolina: Executive summary. Chapel Hill, North Carolina: System Sciences, Inc., 1978.

Hughes reports the results of an assessment of the needs and barriers identified by teachers, principals, and local administrators involved in mainstreaming handicapped students in vocational education. He makes recommendations for actions utilizing project products, for overcoming the major barriers, and for program coordination. He further suggests that the survey methodology used in this study has direct applicability to other states.

Johnson, R.A., Weatherman, R.F., and Rehmann, A.M. (Eds.). *Handicapped youth and the mainstream educator*. (Vol. 4 of the *Special Education Leadership series*). Minneapolis, Minnesota: University of Minnesota, 1975.

The series of articles in this book express: 1) perspectives from higher education; 2) public school perspectives; 3) viewpoints of teacher organizations; and 4) perspectives from related fields, as presented in the fourth Annual Invitational Special Education Leadership Conference.

Jordan, J.B. (Ed.). *Teacher, please don't close the door: The exceptional child in the mainstream*. Reston, Virginia: The Council for Exceptional Children, 1976.

A report from the C.E.C. Invisible College Conference on Mainstreaming, this work contains articles on mainstreaming from the parents' point of view, and from higher education's perspective, as well as describing a cousulting teacher approach, the resource teacher approach, a progressive inclusion system, mainstreaming in rural situation, and others.

Kaufman, M.J., Gottlieb, J., Agard, J.A., and Kukic, M.B. Mainstreaming: Toward an explication of the construct. *Focus on Exceptional Children*, 1975, *7* (3), 1-12.

An extensive review of the literature on mainstreaming leads the authors to conclude that it represents one of the most complex educational service innovations ever undertaken by schools. They offer a concrete definition of mainstreaming which includes integration, planning and programming, and clarification of responsibilities as major components which require the careful attention of educators involved in implementing mainstreaming services.

Keogh, B.K., and Levitt, M.L. Special education in the mainstream: A confrontation of limitations? *Focus on Exceptional Children*, 1976, *8*, (1), 1-11.

The authors review information about mainstreaming and report on their research of mainstreaming transition programs in California. They conclude that: 1) physical placement in a regular class is not enough to ensure academic achievement or social acceptance for handicapped students; 2) labeling is overrated as an explanation for failure or behavioral deviance; 3) few regular class teachers feel competent to accept the prime responsibility for educating handicapped students; and 4) traditional psychometrics may not provide the power and relevance needed to design effective individual instructional programs for handicapped learners.

Lilly, M.S. Special education: A teapot in a tempest. Exceptional Children, 1970, 37, 43-48. Reprinted in S.J. Urban and T. Tsuji (Eds.), The special needs student in vocational education: Selected readings. New York: Arno Press, 1974.

Lilly suggests a move from defining "exceptional children" to defining "exceptional situations within the school" as a more realistic reflection of the process by which children are labeled exceptional. He argues for the end of special classes and the retraining of teachers so that no student except the severely impaired would be educated outside the mainstream.

MacMillan, D.L., Meyers, C.E., and Yoshida, R.K. Regular class teachers' perceptions of transition programs for EMR students and their impact on the students. Psychology in the Schools, 1978, 15, 99-103.

The authors report the results of a study of the attitudes of regular class teachers toward California's mainstreaming transition program which show that: 1) decertified students were placed in low ability classes; 2) teachers perceived them to be lower in academic achievement and social acceptance than their classmates; 3) the integration of decertified students did not have much impact on the regular class instructional program; and 4) the teachers were critical of the supportive services they received in the mainstreaming project.

Mandell, C.J., and Strain, P.S. Analysis of factors related to the attitudes of regular classroom teachers toward mainstreaming mildly handicapped children. Contemporary Educational Psychology, 1978, 3, 154-162.

The authors developed a model of factors which might be associated with the attitudes of regular class teachers toward mainstreaming mildly handicapped children. They found the following variables to be significant predictors of a positive attitude toward mainstreaming: team teaching; years of teaching experience (negative correlation); course in diagnosing learning and behavior problems; availability of resource teacher; previous special education teaching experience; number of courses taken in special education; 25-27 students in the classroom; and inservice program experience related to exceptional children.

Martin, E.W. Some thoughts on mainstreaming. *Exceptional Children*, 1974, *41*, 150-153.

Martin expresses concerns that educators are failing to fully recognize barriers to mainstreaming, including: 1) the attitudes of teachers and normal peers; 2) the need for teacher training; 3) logistical problems; 4) the need for individualized materials and program development; and 5) the need for careful evaluation of students' progress.

McKenzie, H. Special education in Vermont: The consulting teacher approach. In P.A. O'Donnell and R.H. Bradford (Eds.), *Mainstreaming: Controversy and consensus*. San Rafael, California: Academic Therapy Publications, 1976.

The role of the consulting teacher is to assist and train teachers in local school districts to cope with learning disabled children in regular classrooms. Included are descriptions of the training process for the consulting teachers as well as a detailed example of the data-based individualized model of education used by them in the field.

Moore, J., and Fine, M.J. Regular and special class teachers' perceptions of normal and exceptional children and their attitudes toward mainstreaming. *Psychology in the Schools*, 1978, *15*, 253-259.

Regular class and special class teachers were surveyed regarding their conceptions of hypothetical EMR, LD and normal students, and regarding their attitudes toward mainstreaming. Both teacher groups were in agreement in viewing the child types differently, but the special education teachers were more accepting of mainstreaming than were the regular class teachers. All teachers supported mainstreaming the LD child more than the EMR child.

Mosley, J.L. Integration: The need for a systematic evaluation of the socio-adaptive aspect. *Education and Training of the Mentally Retarded*, 1978, *13*, (1), 4-8.

The author reviews the literature regarding the attitudes of peers and teachers toward handicapped students and concludes that the data reflect a lack of concern for the socio-adaptive aspect of integrated educational programs. He suggests that a systematic evaluation of variables which influence EMR students' ability to adapt socially needs to be undertaken.

O'Donnell, P.A., and Bradfield, R.H. (Eds.). *Mainstreaming: Controversy and consensus*. San Rafael, California: Academic Therapy Publications, 1976.

Articles by such authors as Barbara Keogh, Maynard Reynolds and others discuss legal, research, and historical aspects of mainstreaming. Lawyers representing both sides of the California mainstreaming case, *in re Larry P.*, present their thoughts on the issues of testing and *special class* versus mainstream placements.

Park, J.S. (Ed.). *Education in action: 50 ideas that work*. Washington, D.C.: *Department of Health, Education and Welfare, U.S.* Government Printing Office, 1978.

This booklet contains 50 short descriptions of successful education programs developed and operated with initial funding from the U.S. Office of Education. Each program has been judged under rigorous standards by the Joint Dissemination Review Panel of the Education Division of the Department of H.E.W. Each has been certified "effective" for use by other school districts. Categories considered in this handbook include: reading, language arts and math, early childhood, career and vocational education, handicapped, bilingual and migrant and alternative schools.

Readings in mainstreaming. Guilford, Connecticut: Special Learning Corporation, 1978.

This collection of readings from 1973-1977 includes articles about the philosophy of mainstreaming, the legal mandates and implications, special classes vs. mainstreaming, and future trends. This source also contains helpful glossaries of terms related to specific handicaps.

Urban, S.J., and Tsuji, T. (Eds.). *The special needs student in vocational education: Selected readings*. New York: Arno Press, 1974.

This book offers a collection of articles, most of which were previously published elsewhere. Part I is an overview of issues and trends in special education, and mainly deals with mainstreaming. Part II considers the role of law in providing special needs students with vocational education. The articles in Part III discuss the nature of vocational programs for the handicapped and disadvantaged, and Part IV concerns career education for the special needs student.

Washburn, W. Vocational mainstreaming. Navato, California: Academic Therapy Publications, 1979.

This manual has been developed to assist teachers in the business of helping the learning disabled and all other special needs students to become productive, self-supporting citizens. Two important concepts in education are advocated in this book: 1) learning should be individualized and 2) learning should be practical. Several educational strategies found useful in realizing these ideals are discussed. Topics considered include: 1) the philosophy of mainstreaming, 2) interpretation of legal mandates, 3) staff and parent training, 4) guidelines for mainstream placement of learning disabled students and 6) forming "a prognosis for success."

Wiseman, D.E., and Hartwell, L.K. Parallel alternate curriculum: A planning model for secondary level instructors. Tempe, Arizona: Arizona State University, Department of Special Education, n.d.

The Parallel Alternate Curriculum is a mainstreaming approach that will benefit both learning disabled and other low achieving students in secondary school content classes. The alternative curriculum permits teachers of students who are non-readers or poor readers to substitute or supplement their reading requirements with a variety of other comunication vehicles (tape recordings, talking books, videotapes, lectures, etc.) to allow the student the opportunity to participate and effectively comprehend secondary level content material without being subject to a "watered down" curriculum.

section 12

programs

Bellamy, G.T., Horner, R.H., and Inman, D.P. (Eds.). *Habilitation of severely and profoundly retarded adults: Volume II*. Eugene, Oregon: College of Education, University of Oregon, 1977.

The papers that comprise this book are all related to the ongoing research and training conducted in the Specialized Training Program at the University of Oregon. The implications of this material should alert the reader to consider habilitation in a systematic manner. As a whole, this volume is an effort to disseminate the empirical basis for developing vocational programs for the severely retarded. By documentive procedures, results and implications of their own habilitation efforts, the editors hope to influence community programs to provide more vocational opportunities to the severely retarded.

Bellamy, G.T., Horner, R.H., and Inman, D.P. *Vocational habilitation of severely retarded adults: A direct service technology*. Baltimore: University Park Press, 1979.

Bellamy, Horner, and Inman have developed a systematic approach to the vocational training of severely handicapped individuals. The focus of the book is not restricted to any particular set of intelligence or adaptive behavior test scores. The procedures described in the book are designed to remediate difficulty in changing behavior or developing vocational competence, regardless of the diagnostic label attached to the trainee. The bulk of the data provided by the authors in support of their methodology has been derived from work with individuals labeled severely retarded who have experienced considerable difficulty in learning vocational and other skills.

Brolin, D.E. *Vocational preparation of retarded citizens*. Columbus, Ohio: Charles E. Merril Publishing Co., 1976.

Brolin's book is intended to assist all persons concerned with and engaged in providing educational and vocational services for mentally retarded persons. The author intends to conceptualize and delineate practices which can effectively prepare moderately and mildly mentally retarded individuals vocationally. Brolin feels that these practices could also be applied to slow learners and other disabled persons. Included are techniques of vocational counseling, clinical assessment, work evaluation, work adjustment, job tryouts and vocational training.

Brown, L., Branston, M.B., Hamre-Nietupski, S., Johnson, F., Wilcox, B., & Gruenewald, L. A rationale for comprehensive longitudinal interactions between severely handicapped students and nonhandicapped students and other citizens. *AAESPH Review*, 1979, *4* (1), 3-14.

This paper emphasizes that longitudinal goals for severely handicapped students should be qualitatively different than goals established for these students in the past. Five common rationales for the educational segregation of severely handicapped students are presented and then counter arguments are offered to support and justify maximizing longitudinal interactions between severely handicapped and nonhandicapped students and other citizens.

Curative Workshop Rehabilitation Center. Skill training program. Green Bay, Wisconsin: Curative Workshop Rehabilitation Center, 1978.

This course description and outline was prepared as an information source for referring agencies. The Skill Training Program's major objective is to train individuals for general clerical work as found in private industry, institutions, and offices in the community. The course is designed to acquaint and train the individual so that he or she can step into a job without additional training or only a short on-the-job training.

Dahl, P.R., Appleby, J.A., and Lipe, D. Mainstreaming guidebook for vocational educators teaching the handicapped. Salt Lake City, Utah: Olympus Publishing Company, 1978.

This book is designed to be of practical use to vocational educators, and contains chapters on developing positive staff and student attitudes toward mainstreaming, eliminating architectural barriers, assessing the individual student, modifying the curriculum, eliminating equipment and work environment barriers, and placing handicapped students in jobs.

Durham, D.J., and Kennedy, V.E. Vocational education for handicapped individuals in California. Los Angeles, California Regional Resource Center, 1979.

This publication documents recent efforts by the California Regional Resource Center to identify inservice training opportunities, model programs, and resources for vocational educators who are or who will be working with exceptional adolescents and young adults in vocational programs. The materials identified herein should prove useful in program development or improvement in the area of vocational education for special populations.

Edwards, J. Vocational careers training model. Portland, Oregon: Special Education Department, Portland State University, 1978.

This is a training manual for those working with moderately and severely handicapped adolescents and adults. Procedures presented are for dealing with volunteers, behavior management skill training, assessment of data, and record keeping of training efforts. The behavioral technology of task analysis has been employed along with the systematic application of prescriptive programming. The writing and delivery of these programs are the major emphasis of this manual.

Gardner, W.I. *Learning and behavior characteristics of exceptional children and youth: A humanistic behavioral approach*. Boston: Allyn & Bacon, 1977.

This work presents a step-by-step approach to the behavioral analysis and remediation of learning problems in students who are handicapped. Methodology employed is buttressed by the findings of empirical research wherever possible.

Greenspan, S. *Developing vocational education and work experience programs for the exceptional student*. Crockett, California: John Swett Unified School District, 19--.

This handbook reflects Mt. Diablo Unified School District's efforts to develop and implement a comprehensive plan for training special education students for the future. A conceptual model, relating to career preparation, is outlined in the handbook and can be followed by other school districts as they develop their programs. Vocational education work experience for exceptional individuals is stressed in the report.

Illinois State University. *Meeting the work training needs of special students in high school vocational/occupational education programs*. Normal, Illinois: Department of Special Education, Special Education Instructional Materials Laboratory, Illinois State University, 1977.

This notebook is made up of 10 modules: 1) orientation to the student with special needs for vocational occupational education; 2) work adjustment training; 3) job analysis strategies for vocational/occupational teachers; 4) vocational evaluation for vocational/occupational teachers; 5) behavior management; 6) teaching strategies; 7) educational/vocational prescriptive programs; 8) community and analysis strategies; 9) job placement; and 10) state and local support services.

Karan, O.C., Wehman, P., Renzaglia, A., and Schutz, R. *Habilitation practices with the severely developmentally disabled: Volume 1*. Madison, Wisconsin: Research and Training Center in Mental Retardation, University of Wisconsin, 1976.

This volume contains a compilation of position papers, program descriptions, and research activities emanating from the Crisis Intervention Project, which focuses on the development and evaluation of habilitation procedures on behalf of developmentally disabled persons usually considered "unfeasible" for (re)habilitation services. The 18 chapters include reference to a variety of current trends; work training; social and recreational skill training; professional training especially in the area of behavior management skills; and computer applications and programming for the severely developmentally disabled.

Karan, O.C. (Ed.) Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: Research and Training Center in Mental Retardation, University of Wisconsin, 1978.

This volume contains a compilation of position papers, program descriptions, and research activities emanating from the Crisis Intervention Project, which focuses on the development and evaluation of habilitation procedures on behalf of developmentally disabled persons usually considered "unfeasible" for (re)habilitation services. The 26 chapters include reference to current trends; practical considerations for habilitation research and practice programming for the profoundly handicapped; evaluation models; training curricula; and future directions.

Larson, K. Vocational careers management manual. Portland, Oregon: Special Education Department, Portland State University, 1978.

This manual provides a set of procedures and materials for the administration of a community based vocational training program for severely handicapped adolescents and adults.

Miele, N., and Smith, S. Keys: Keys to educating your students. Novato, California: Academic Therapy Publications, 1979.

This handbook outlines an intermediate high school level program designed to promote cooperation between students, teachers and parents, identify different learning styles, emphasize skill development and develop self awareness. Teaching techniques are stressed.

National Association of State Boards of Education. Vocational education of handicapped youth: State of the art. Washington, D.C.: National Association of State Boards of Education, 1979.

The aim of this report is to disseminate current information pertaining to the vocational education of handicapped youth. The contents of this report reflect the information collected during an eight-month pilot project administered by NASBE in which 4 states participated: Arizona, Maine, Montana and South Dakota. An analysis of the needs assessment data from these states has identified six issues most clearly reflecting the state of the art for the vocational education of handicapped youth: 1) interagency cooperation; 2) personnel preparation; 3) funding; 4) service delivery/program options; 5) program evaluation; and 6) services to Native American and other minority handicapped youth.

New York State Education Department. Services for the handicapped - Linking special education, occupational education and vocational education. Albany, New York: The University of the State of New York, The State Education Department, 1979.

This report addresses the need for establishing a collaborative and cooperative working relationship between the offices and interrelated agencies involved in service delivery to handicapped individuals. It presents a summary of the major problems, issues and recommendations which call for combined action at the State, regional and local levels.

Park, J.S. (Ed.). Education in action: 50 ideas that work. Washington, D.C.: Dept. of H.E.W., U.S. Government Printing Office, 1978.

This booklet contains 50 short stories describing successful education programs developed and operated with initial funding from the U.S. Office of Education. Each program has been judged under rigorous standards by the Joint Dissemination Review Panel of the Education Division of the Department of H.E.W. Each has been certified "effective" for use by other school districts. Categories considered in the short stories include: reading, language arts and math, early childhood, career and vocational education, handicapped, bilingual and migrant and alternative schools.

Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A. and Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, Inc., 1975.

This manual is designed to stimulate dialogue among program administrators involved in occupational education for the handicapped. It reports methods and practices used in programs across the nation and deals with: goals and self-evaluation; program design; program initiation; student referral, admission and evaluation; meeting student needs; prevocational training; vocational training; related instruction; support services; and job placement and follow-up.

Phelps, L.A. Competency-based inservice education for secondary school personnel serving special needs students in vocational education: A formative field test evaluation. Urbana, Illinois: Department of Vocational and Technical Education, University of Illinois, 1976.

The purpose of this study was to conduct a detailed formative evaluation of a series of 7 competency-based inservice modules. These modules were designed for use by currently employed vocational and special educators. The topics included in the module series focused on instructional development and on coordination of services and programming for special need students in secondary school programs. Included is a review of related literature.

Phelps, L.A., and Lutz, R.J. Career exploration and preparation for the special needs learner. Boston: Allyn and Bacon, 1977.

This book focuses on career exploration and preparation programming designed for special needs learners. The text is intended to facilitate the expansion and improvement of occupational programs serving handicapped and disadvantaged learners at the secondary level. The strategies, concepts, and examples presented in the book are appropriate for both junior high level exploratory programs and senior high level job preparation programs. The book is primarily a curriculum or instructional development book, designed for practicing educators, graduate students, and advanced undergraduates.

St. Paul Public Schools. Second year model program proposal for handicapped out of school youth, 1979-80. St. Paul, Minnesota: St. Paul Public Schools, Independent School District #625, n.d.

The overall objective of this program is to maintain a model program to serve 250 Out of School Handicapped Youth in St. Paul, and then to replicate this model program in 5 East Metro districts. It is the intent of the program to provide a new approach to delivery of service. The program will address itself to meeting the total needs of these students: 1) their academic needs; 2) their health/living skill needs; 3) their vocational needs; 4) their social/emotional needs; and 5) their community inter-action needs.

San Diego County Department of Education. A regional plan for the vocational education of the handicapped in San Diego County: Final report. San Diego, California: Department of Education, San Diego County, n.d.

The goals and objectives of the San Diego County Dept. of Education Handicapped Project were twofold: 1) on a countywide level, the project was to provide handicapped persons of San Diego County with required vocational education training and related essential services so that they may find success in obtaining employment suitable to their career choices and their specific abilities and skills; 2) on an individual district level, the goals of the Project were to identify the needs of handicapped high school students as well as the essential services and programs to meet these local needs.

Sellitti, S. Corrective and rehabilitative physical education program for physically limited students. Cupertino, California: De Anza College, n.d.

This syllabus serves as an aid to community colleges who are planning to institute a Corrective Physical Education program. Topics discussed cover re-adjustment of architectural barriers, transportation, development of an assistant program, public relations work, funding and grants, and cooperative community planning.

United States Office of Education. Educational programs that work. San Francisco, California: Far West Laboratory for Educational Research and Development, 1978.

This is a resource of exemplary educational programs developed by local school districts and approved by the Joint Dissemination Review Panel in the Education Division of HEW. This catalog has been revised and expanded to serve as a concise review of all programs that have been approved by the Panel and as an idea book for American educators.

Wiseman, D.E., and Hartwell, L.K. Arizona child service demonstration center in secondary school age learning disabilities. Tempe, Arizona: Arizona State University, Department of Special Education, 1978.

This project was conceptualized to provide model programs to serve learning disabled secondary school aged students in Arizona. Six components were selected to be developed and integrated into the existing program: 1) testing and educational evaluation; 2) remediation; 3) a parallel alternative curriculum; 4) personnel training; 5) parent education and training; and 6) preventative.

section 13

resources

Bhaerman, R.D. Career and vocational development of handicapped learners: An annotated bibliography. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1978. (ERIC/CE Document Reproduction Series No. 134)

This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into 9 sections. The topics and number of documents in each category are: trends and general overviews (9); programs and projects (35); curriculum guides, activities and resources (44); mainstreaming (10); personnel development (28); equipment and facilities (2); guidance and counseling (3); employment opportunities (7); and measurement and evaluation (12). All the citations are recent studies (conducted since 1975) and can be found in the ERIC data base.

Brolin, D.E., and Mauch, P.A. Career education for persons with handicaps - A bibliography. Columbia, Missouri: Department of Counseling and Personnel Services, University of Missouri, 1979.

The materials cited in this bibliography represent a theoretical and historical representation in the area of career education for individuals with handicaps. There is a focus on the future. Citations are organized according to the following categories: 1) articles from journals; 2) special issues of journals devoted partially or totally to career education for persons with handicaps; 3) books; and 4) monographs from projects, colloquiums, agency, university and governmental sources.

Clelland, R. A survey of personnel preparation in physical education and recreation for the handicapped (The Consumer's Guide Service; Volume VI). Albuquerque, New Mexico: University of New Mexico, 19--.

This study will enable those individuals developing new training programs in Physical Education and Recreation to extract program development information and provide an extensive personnel resource network that is an invaluable tool in program design and implementation. These efforts should aid greatly in improving the quality of life of all the nation's handicapped children.

Cohen, L.K. Communication aids for the brain damaged adult. Minneapolis, Minnesota: Sister Kenny Institute, 1977.

This pamphlet explains the different types of impairment in communication skills and gives examples of appropriate aids or compensatory devices. Three categories of communication disorders are discussed: 1) aphasia; 2) apraxia of speech; and 3) dysarthria. Not included are suggestions for those whose communication difficulties are of congenital origin.

Coker, C.C. (Ed.). A sample of rehabilitation resources available from the research and training centers and related activities of the rehabilitation services administration. Menomonie, Wisconsin: Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979.

This report contains a compilation of resource materials available to the rehabilitation professional. Identified resources include: 1) addresses and core focuses of Research Training Centers located throughout the nation, 2) addresses and activities of Rehabilitative Engineering Centers, 3) a listing of important technical libraries, informational clearinghouses and abstracting, indexing and computer search services, and 4) publication available from the Research and Training Center located at the Stout Vocational Rehabilitation Institute.

Durham, D.J., and Kennedy, V.E. Vocational education for handicapped individuals in California. Los Angeles: California Regional Resource Center, 1979.

This publication documents recent efforts by the California Regional Resource Center to identify inservice training opportunities, model programs, and resources for vocational educators who are or who will be working with exceptional adolescents and young adults in vocational programs. The materials identified herein should prove useful in program development or improvement in the area of vocational education for special populations.

Fenton, J. (Exec. Ed.). Publications and audiovisual aids directory of the rehabilitation research and training centers. (Combined revised edition). Washington D.C.: Rehabilitative Services Administration, Department of Health, Education and Welfare, 1978.

This edition is a combined two-part document listing 2,054 publications resulting from research supported wholly or in part by Research and Training Center grants and 287 audiovisual aids developed by and/or currently available through Research and Training Centers. These audiovisuals are considered to be useful supplementive aids to the Research and Training Center training programs.

Fry, R.R. (Ed.). Work evaluation and adjustment: An annotated bibliography, 1978 supplement. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute (Material Development Center), University of Wisconsin-Stout, 1978.

This bibliography includes relevant rehabilitation literature on work evaluation and adjustment compiled in 1978. The catalogue is supplemental to the annotated bibliography on work evaluation and adjustment (1947-1977) developed by the Materials Development Center at the Stout Vocational Rehabilitation Institute in 1978.

Fry, R.R. (Ed.). *Work evaluation and adjustment: An annotated bibliography, 1947-1977*. *Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute* (Material Development Center), University of Wisconsin-Stout, 1978.

This bibliography provides an extensive review of relevant rehabilitation literature pertaining to work evaluation and adjustment. The resources listed in the bibliography are available on loan from the Stout Vocational Rehabilitation Institute.

Glaeser, G.A., and Karr, K.J. *Vocational education programs and services for the handicapped*. San *Diego, California: Department of Education, San Diego County*, 1977.

This publication offers school and community agency personnel factual data about vocational programs and services available to handicapped persons in San Diego County. Also, this data has been gathered to provide handicapped students and their families with information which they may find useful.

Grilley K., Vanderheiden, G.C. (Eds.). *Non-vocal communication techniques and aids for the severely physically handicapped*. Baltimore, Maryland: *University Park Press*, 1977.

This publication is based on transcriptions of the 1975 Trace Center National Workshop series on Non-vocal Communication Techniques and Aides. The problems addressed in this workshop are faced, at the grass roots level, by teachers, clinicians and parents trying to develop effective strategies for enhancing communicative skills of non-vocal physically handicapped children. The publication identifies communication aids and techniques, and evaluates their application to handicapped individuals.

Handicapped Learner Materials Distribution Center. *Catalog of training films and other media for special education*. Bloomington, Indiana: *Indiana University*, 1979.

This catalog describes materials that may be appropriate for use in the instruction of handicapped individuals. This collection is designed to function as a backup source in the event that a particular material is unattainable from a local lending agency (e.g. school media center, regional resource center). Materials from this catalog may be loaned for examination or evaluation for future purchase, and for actual classroom use (but only where it cannot be obtained from a more local media resource center).

High, E.C. *A resource guide to habilitative techniques and aids for cerebral palsied persons for all ages*. Washington, D.C.: George Washington University (Division of Rehabilitation Medicine), n.d.

This book is intended to be a guide to all existing techniques and aids presently available to cerebral palsied persons. Tools and strategies associated with several personal/social aspects of living are identified. These dimensions include: positioning and seating, feeding, dressing, hygiene and household and community involvement. Pertinent literature associated with each of these categories is also cited. Special attention is focused on little known aids. The resource book would be beneficial to professionals, parents and others concerned with the well being and positive social/physical adjustments of cerebral palsied individuals.

Maloney, P. *Resources for mainstreaming exceptional students in vocational education programs*. Palo Alto, California: The American Institutes for Research in the Behavioral Sciences, 1978.

This is a resource guide intended to provide information in four specific areas: exceptional students and vocational education, legal requirements for the education of exceptional students, administrative concerns, and instructional concerns. Informational demand in these areas is increasing as more handicapped persons seek education in less restrictive programs.

Materials Development Center. *Suggested publications for developing an agency library on work evaluation, adjustment, and facility management*. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979.

This report identifies a selection of documents emphasizing vocational evaluation and adjustment and rehabilitation facility management. The compilation is intended as a guide for rehabilitation facility management. The compilation is intended as a guide for rehabilitation facilities attempting to establish reference libraries.

Minnesota Instructional Materials Center. *Annotated bibliography of prevocational-vocational materials for students with special needs*. White Bear Lake, Minnesota: Division of Vocational-Technical Education Special Needs, Minnesota Department of Education, 1979.

This manual identifies several categories of instructional resources available to educators involved with the vocationally handicapped. The categories include: 1) basic skills materials emphasizing good study habits, writing, grammar and spelling; 2) survival resources concentrating on employability skills, consumer education and self

concept, 3) vocational information for special populations; and 4) miscellaneous items instructors or administrators may find helpful in planning and maintaining vocational programs for students with special needs.

Mori, A. Annotated bibliography of prevocational and vocationally oriented materials for secondary educable mentally handicapped pupils. Education and Training of the Mentally Retarded, 1978, 13, 47-54.

This article provides a helpful bibliography of recent works for those working with the vocational preparation and placement of educable mentally retarded students.

National Association of Vocational Education Special Needs Personnel. 100 successful vocational special needs programs. Washington, D.C.: American Vocational Association, 1975.

This report is a response to one of five goals set up by NAVESNP at their annual convention in 1974. It is a collection of examples of successful vocational needs programs found on a national level and made available to local practitioners, Advisory Council members, State Supervisors, and the general public.

Park, J.S. (Ed.). Education in action: 50 ideas that work. Washington, D.C.: Department of Health, Education and Welfare, U.S. Government Printing Office, 1978.

This booklet contains 50 short descriptions of successful education programs developed and operated with initial funding from the U.S. Office of Education. Each program has been judged under rigorous standards by the Joint Dissemination Review Panel of the Education Division of the Department of H.E.W. Each has been certified "effective" for use by other school districts. Categories considered in the short stories include: reading, language arts and math, early childhood, career and vocational education, handicapped, bilingual and migrant and alternative schools.

Smith, J. Thirty projects/A conspectus. Albuquerque, New Mexico: University of New Mexico, 1979.

The contents of this book represent the results of an experiment in sharing project information. Contributors to this report include selected directors of projects funded by the Division of Personnel Preparation of the Bureau of Education for the Handicapped. An abstract of each selected project is provided in the report. The aim of the handbook is to provide a cross sectional survey of current research in special education.

Strebel, M.B., Adaptations and techniques for the disabled homemaker. Minneapolis, Minnesota: Sister Kenny Institute, 1978.

This manual is a compilation of the many adaptive techniques and equipment available to the disabled homemaker. Though written primarily for the wheelchair bound, hemiplegic, visually handicapped or individuals with muscular weaknesses or incoordination, many of the principles of homemaking included in this book are applicable to all homemakers.

United States Office of Education. Educational programs that work. San Francisco, California: Far West Laboratory for Educational Research and Development, 1978.

This is a resource of exemplary educational programs developed by local school districts and approved by the Joint Dissemination Review Panel in the Education Division of HEW. This catalog has been revised and expanded to serve as a concise review of all programs that have been approved by the Panel and as an idea book for American educators.

Vanderheiden, G.C. (Ed.). Non-vocal communication resource book. Baltimore, Maryland: University Park Press, 1978.

This resource book is intended to be used as a reference by those people interested and involved in the field of augmentative communication techniques and aids for non-vocal individuals. It identifies commercial and experimental communicative aids including boards, charts, writing aids, headsticks and dampers. The packet also includes a selective bibliography on non-vocal communication techniques and aids.

section 14

school change

blank page

Andrews, W.D., DuVall, J.B., and Trocki, F.R. The "human element" in curriculum change. Man/Society/Technology, 1978, 37 (7), 10-13; 29.

The authors discuss the need for a synthesis between curriculum designers' plans and community members' conception of their local needs to effectively adopt and diffuse curriculum changes.

Cohen, A.R., and Gadon, H. Changing the management culture in a public school system. Journal of Applied Behavioral Science, 1978, 14 (1), 61-78.

The authors report on their experiences as consultants hired to change the organizational climate among administrators in a school system. They offer 10 propositions regarding intergroup interactions and consultant-group relationships in the process of change.

Human Interaction Research Institute. Putting knowledge to use: A distillation of the literature regarding knowledge transfer and change. Los Angeles: Human Interaction Research Institutes, 1976.

This is one of the most comprehensive reviews now available in the field of knowledge utilization. It includes a literature review stressing major concepts relating to knowledge utilization and organizational change, and the most significant research work done in this area. An extensive bibliography is supplied, and there also are hundreds of detailed annotations of major works in this field.

Kiresuk, T.J., Lund, S.H., Schultz, S.K., and Larson, N.E. Translating theory into practice: Change research at the program evaluation resource center. Evaluation, 1977, 4, 89-95.

Using the A VICTORY technique designed by Howard Davis to evaluate program effectiveness as a step-off, the Program Evaluation Resource Center (PERC) attempted to develop a measurement of the readiness with which organizations and individuals accept change. This article describes their efforts in detail and the degree of success they attained.

McLaughlin, M.W. Innovations in classroom organization. Washington, D.C.: Paper presented at the annual meeting of the American Educational Research Association, March, 1975. (ERIC Document Reproduction Service No. ED 106 895).

Reporting on the results of the Rand Change Agent Study, McLaughlin cites components of a successful implementation strategy: local material development; extensive staff training; and frequent, regular planning and staff meetings. He states that support and encouragement of teachers and a process whereby teachers adapt new materials to meet their class' needs are critical to successful change.

Schlesser, G.E., Crowley, R.J., Jenkins, D.M., Baumbach, J.L., Moynihan, W.J., and Rudy, D.J. *A study of innovation and change in education: The regional university-schools research and development program*. Hamilton, New York: Colgate University, Office of Educational Research, 1971.

This book reports the results of research performed by the Kettering Colgate Project to determine the reasons that modernization advanced more rapidly in some schools than others. The authors cite continuity of administrative and financial support, student and community participation, and university leadership as critical elements of successful change.

section 15

supportive services

blank page

Alfred, W.G. *An inventory of job options for persons with upper extremity impairments and less than a college education*. Houston, Texas: Rehabilitation Research and Training Center No. 4, Baylor College of Medicine/The Institute for Rehabilitation and Research, 1979.

This report contains an inventory of jobs that have been performed successfully by persons with upper extremity impairments. The inventory is broken down into three sections stressing: 1) client profile, 2) job description and 3) job performance evaluation. The report is useful to rehabilitation counselors interested in identifying job options and placement goals for their clients, vocational evaluators developing work samples for persons with upper extremity impairments, rehabilitative engineers involved on job modifiction for the upper extremity disabled, business and industry personnel and related professions.

Alper, S., and Retish, P.M. The influence of academic information on teachers' judgements of vocational potential. *Exceptional Children*, 1978, *44*, 537-538.

The authors study the reactions of 86 Iowa work-study teachers to two fictitious retarded individuals' chances of success in five skilled and five unskilled jobs. They found that information about a student's IQ and achievement may cause teachers to underestimate or overlook more relevant vocational skill information in making judgements about his or her vocational potential.

Anderson, C., Kusek, E., and Stevens, M. *Mainstreaming special education: A handbook of services of the individualized resource program at Forest View High School*. Mount Prospect, Illinois: Township High School District 214, n.d.

The emphasis of this handbook is on the individualized resource (IR) program developed at Forest View High School which provides assistance to students and staff while students are maintained in the mainstream of the high school. The organization, not only of services but of procedures and evaluation, is covered in detail.

Benjamin, L., and Walz, G. *Counseling exceptional people*. Ann Arbor, Michigan: ERIC Counseling and Personnel Services Clearinghouse, 1980.

The first six chapters of this book deal with counseling techniques that are appropriate for students who are mentally retarded, learning disabled, emotionally disturbed, hearing impaired, visually handicapped, or gifted. Although the focus is primarily on the school setting, many of the approaches described are suitable for adults as well. Chapter seven describes ways to help handicapped individuals cope with their sexual needs. Chapter eight offers 106 practical suggestions for counselors which cover 14 problem areas commonly encountered in educational settings. The final chapter presents a developmental model of consultation that will help counselors to offer consultant services to other individuals involved in the education of exceptional persons.

Bennett, L.M., and Henson, F.O. Keeping in touch with parents: The teacher's best friend. Austin, Texas: Learning Concepts, 1977.

This large type/cartoon format book discusses how teachers can best communicate with parents how to conduct effective parent/teacher meetings, how to involve parents in the education process, how to carry out a parent program to enhance a child's skills in the home.

Bolton, B. (Ed.). Handbook of measurement and evaluation in rehabilitation. Baltimore, Maryland: University Park Press, 1976.

Seventeen chapters in this edited volume were prepared by experts in psychometrics, clinical assessment, and counselor education, each designed to cover a different aspect of psychological measurement as applied in the evaluation of disabled clients. There is a chapter on outcome measurement and one on assessment of counselor performance.

Coffey, D., and Ellien, V. Work adjustment curriculum development project: A summary. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979.

This Research and Training Center monograph outlines and attempts to summarize a one year research effort completed by a group of leaders and workers in rehabilitation. It describes the preliminary preparations, early analyses, resulting discussions and dialogue of a diverse group of practitioners, students, leaders and scholars concerned with providing adjustment services for disabled people. The overall goal of the project was to continue to advance the development of training curriculum for the work adjustment specialist. The monograph reflects project activities defining the role and function of the adjustment specialist, curriculum development and conference efforts at integration of information into final results and recommendations.

Cohn, M. Helping your teen-age student: What parents can do to improve reading and study skills. New York: E.P. Dutton, 1979.

Dr. Cohn emphatically believes that parents can help the child who has reached his or her teens without being able to read or study properly. He begins by describing a variety of diagnostic tests that parents can use to determine exactly what the student's probelms are. For each type of problem, a number of corrective exercises are provided. These exercises have proved effective over the years at Adelphi University's Reading and Learning Disabilities Clinic, and this book now adapts them for use at home.

Dall'Armi, L. Vocational role-models for handicapped students. Santa Barbara, California: Santa Barbara County Schools, Office of the Superintendent, 1976.

This report is designed to broaden vocational opportunity awareness and improve attitudes of handicapped students and employers in order to help prepare these students for employment. 48 handicapped students representing the 4 major special education catgegories (communicatively handicapped, physically handicapped, learning handicapped and severely handicapped) participated in videotaped career awareness interviews with similarly handicapped persons who were employed. The video tapes were to provide information about the work experience of the employed persons.

Foster, J.C., Szoke, C.O., Kapisovsky, P.M., and Kriger, L.S. Guidance, counseling, and support services for high school students with physical disabilities. Cambridge, Massachusetts: Technical Education Research Centers, Inc., 1978.

This extensive work offers specific information needed by counselors dealing with high school students who have visual, hearing, orthopedic, neuromuscular, epilepsy, or chronic health handicaps. Topics include: 1) an overview of physical disabilities; 2) coordinating delivery of services; 3) personal adjustment; 4) educational planning; 5) career development and guidance; 6) vocational assessment; 7) psychometric testing; 8) job placement; and 9) parent involvement. A listing of national and state resources is also included.

Fromkin, H.L., Sherwood, J.J., (Eds.). Intergroup and minority relations: An experimental handbook. La Jolla, California: University Associates Inc., 1976.

This book is intended to assist persons in working effectively with groups of "different" people. It reports some creative efforts and procedures to help members of different groups expand their perceptions of themselves and of other persons. While the book focuses on Afro American groups, its contents can be easily modified to improve relations between people and groups who are different from one another in terms of age, race, sex, occupation, and the roles and norms associated with these generic categories.

Goldman, L. Using tests in counseling (2nd ed.). New York: Appleton-Century-Crofts, 1971.

Goldman presents a detailed and logical approach to the utilization of tests by counselors. Research findings are incorporated throughout, but the book is written for use by the practitioner.

Grand, S.A. (Ed.). Severe disability and rehabilitation counseling training. Albany, New York: State University of New York, 1976.

The papers included in this book were presented at a 1976 conference sponsored by the National Council on Rehabilitation Education; among them is an explanation of the normalization principle by Wolf Wolfensberger.

Heal, S. Your checking account. Edwardsville, Illinois: Vocational Project for Handicapped and Disadvantaged Students, Edwardsville Community Unit District #7, n.d.

This learning packet is designed for special needs students who need sufficient practice in the operation of a checking account.

Indiana Department of Public Instruction. Learning for everyday living. Indianapolis, Indiana: Division of Adult and Community Education, Indiana Department of Public Instruction, 1978.

This guide will be helpful to Adult Basic Education directors, teachers, paraprofessionals and volunteers who are working in the local programs. It is designed to provide the reader with suggested teaching/learning activities and resources for helping adult learners develop the basic skills and knowledge they need for coping with their daily lives. The material is grouped into 5 areas: 1) consumer economics; 2) occupational knowledge; 3) health; 4) community resources; and 5) government and law.

Karr, K.J., and Karr, J.F. (Eds.). Using community and school resources for the career development of handicapped persons. Solana Beach, California: JFK Publishing Company, 1978.

This volume focuses on the use of school and community resources to assist personnel in meeting the many needs of handicapped individuals. It is a "how to" guidebook, containing practical methods to identify resources, steps to organize the information, and important sources to use in meeting student needs.

Kelley, C.H. The development of individualized supportive services for physically and sensorially limited adults at a postsecondary area vocational school. Waco, Texas: McLennan Community College, 1977.

This project implemented a coordinated program of supportive services: removing architectural barriers, identifying clients' needs and creating special awareness programs.

Korman, A.K., Greenhaus, J.H., and Badin, I.J. Personal attitudes and motivation. Annual Review of Psychology, 1977, 28, 175-196.

Specified topics relating to the field of work attitudes and motivation are covered, including theoretical frameworks, theoretical issues, cultural changes in the world of work, job enrichment and motivation techniques.

Krantz, G. Critical vocational behaviors. Journal of Rehabilitation, 1971, July-August, 14-16.

Krantz outlines what he considers to be critical vocational behaviors, which play a major role in the likelihood of a handicapped person becoming and remaining employed. His list includes the following elements: a) job objectives behaviors; b) job-getting behaviors; and c) job-keeping behaviors - behaviors which help the person to stay employed after he gets the job.

Meers, G., and Merwick, S. Survival skills handbook: A handbook for the development and implementation of a survival skills program. Lincoln, Nebraska: The University of Nebraska and CETA, n.d.

The Survival Skills Center was created, after much planning, utilizing the educational delivery model of the University of Nebraska Special Needs Division as it relates to the employment objectives of Lincoln CETA. The Center provided an opportunity to develop and implement an effective delivery system that would increase the number of positive terminations from CETA programs.

This handbook gives step-by-step procedures that sponsors can go through to implement a like program. The focus of the handbook is to provide a resource for the development of better delivery systems of a survival skills program to those individuals in need of them.

Osguthorpe, R.T., Whitehead, B.D., and Bishop, M, Training and managing paraprofessionals as tutors and notetakers for mainstreamed deaf students. American Annals of the Deaf, 1978, 23, 563-571.

This article outlines a program to train tutors and notetakers for deaf classmates. Osguthorpe, et al., discuss several systems of support services. Such systems can be successful if the paraprofessionals are properly trained and supervised.

San Diego City Schools. Project open door. San Diego, California: San Diego City Schools, 1977.

The primary emphasis of Project Open Door was pre-vocational adjustment and career exploration for individuals classified as EMR. Specifically, the project was designed to increase the opportunities for participation of EMR students in pre-vocational/vocational education in a planned sequential and systematic process.

☆ U.S. GOVERNMENT PRINTING OFFICE: 1980—653-791

blank page